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ABSTRACT

Chapter 1, a federally funded compensatory education program, provided funding to 29 elementary schools with high concentrations of low-income students in the Austin (Texas) Independent School District (AISD). Sixteen of the schools had so many disadvantaged students that they qualified to be Chapter 1 schoolwide projects (SWPs). Chapter 1 Migrant, also federally funded, provided compensatory reading services to migrant students through teachers, tutors, or computer labs at seven AISD elementary and secondary schools. Evaluation of both these programs focused on student achievement. Chapter 1 students at both SWP and supplementary schools made average gains of five normal curve equivalent (NCE) points on the Iowa Tests of Basic Skills/Norm-referenced Assessment Program for Texas (ITBS/NAPT) reading comprehension, but Chapter 1 students at SWPs had an average 1 NCE point loss on the mathematics portion of the same test. Twelve of the Chapter 1 schools did not meet the effectiveness tests required by the state. Although the 16 priority schools maintained a lower student-teacher ratio than other schools, student achievement continued to be a cause for concern. Recommendations for program improvement are provided. Eleven figures and 37 tables present evaluation findings. (Contains 6 references.) (SLD)

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Chapter 1

Chapter 1/Migrant

Evaluation Findings

1992-93

ED 380 465

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Austin Independent School District
Austin, Texas

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Chapter 1/Chapter 1 Migrant, 1992-93
Executive Summary

Austin Independent School District
Office of Research and Evaluation

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Program Description

Chapter 1, a federally funded compensatory education program, provided funding to 29 AISD elementary schools with high concentrations of low-income students. The focus of service is on low-achieving students. Sixteen campuses had such a high concentration (75% or more) of disadvantaged students that they qualified to be Chapter 1 Schoolwide Projects (SWPs). These schools used their Chapter 1 funds either to lower the pupil-teacher ratio, or to fund supplementary Reading Recovery teachers, an extended day program, and/or extended staff development programs. Additionally, Chapter 1 funded nine other elementary campuses with supplementary teachers and computer labs. At 27 of the 29 Chapter 1 campuses, full-day prekindergarten classes were funded. Additional services were offered at one private school and eight institutions for neglected or delinquent (N or D) students. All schools participated in either parental involvement or parental involvement/ community activities.

Chapter 1 Migrant, which is also federally funded, provided compensatory reading services to migrant students via teachers, tutors, or computer labs at seven AISD elementary and secondary campuses. A high priority was placed on dropout prevention activities such as summer school. Students qualified for the program if their parents or guardians were migratory agricultural workers or fishers within the last six years. Low-achieving migrant students received service priority. There was also a parental involvement component.

Major Findings

In order to interpret the achievement gains presented below, please note that the average student gains 1.0 grade equivalent (one year) in an average program; a low-achieving student gains 0.8 GE (8 months) in an average program.

Normal Curve Equivalent (NCE) scores are on a scale from 1 to 99, with 50 being the national average. A gain of 3 NCE points is considered average in a year.

1. Chapter 1 students at both SWPs and supplementary schools made average gains of 5 NCE points on the ITBS/NAPT Reading Comprehension. Students in grades 5 and 6 made more than a year's gain. Students in grades 2, 3, and 4 made gains ranging from .7 to .9 GEs.

2. Chapter 1-served students at SWPs had an average loss of 1 NCE point on the Math Problem Solving portion of ITBS/NAPT.

3. In 1992-93, the Texas Education Agency required each Chapter 1 school to show "Preponderance of Evidence" (POE) for its Chapter 1 program effectiveness. Twelve Chapter 1 schools will be on the Chapter 1 Improvement Plan in 1993-94 because they did not meet their POE requirements.

   - Of the 16 SWPs, only three did not meet their required POE gains in kindergarten. Mean NCE gain on the Boehm-R Test of Basic Concepts for all kindergartners tested at Chapter 1 schools was 5.

   - Of the 23 schools with Chapter 1 programs serving fourth graders, only two met the POE requirement that 50% or more of their fourth grade students pass TAAS Reading.

4. The original 16 Priority Schools continued to maintain a lower pupil-teacher ratio (13.9) than their mandated level. Student performance at some Priority Schools, however, remains a concern.

   - Six of the Priority Schools did not make the required Chapter 1 NCE gains in Math Problem Solving and will be on the Chapter 1 Improvement Plan in 1993-94.

   - Students at Priority Schools scored lower than the AISD average on ITBS/NAPT Reading Comprehension and Math Total.

5. Overall, in 1992-93, pre-K students gained 11.7 standard score points from pretest to posttest (slightly less than a 1 standard deviation). English monolingual students did better in full-day pre-K classes, whereas bilingual and ESL students performed better in half-day pre-K classes.

6. In spring 1992, 208 classroom observations were held in grades 2 and 5 in all AISD elementary schools. Data showed a small decrease in time spent on task in basic skills in the past 12 years: from 94% in 1980-81 to 91.5% in 1985-86, and 92.5% in 1992-93.

7. All eight of the N or D institutions met their Chapter 1 goals for 1992-93. They used their Chapter 1 funds to provide their students with on-site tutors, teacher assistants, and instructional materials (such as computers, educational software, books, etc.).

8. In 1992-93 the two Chapter 1 Parental Involvement Representatives were relocated to individual campuses under AISD's Vertical Team organization. The Chapter 1/ Chapter 1 Migrant Parental Involvement Specialist attributed a reduction in Parental Advisory Council activities and a drop in the attendance of Chapter 1 parents to a loss in supervisory communication with the relocated staff.

9. The majority of the Chapter 1 budget (79%) was allocated for instruction: Schoolwide Projects (33%), Full-Day Pre-Kindergarten (24%), and Supplemental Reading Instruction (22%).

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Budget Implications

Mandate:
External Funding agency;
Public Law 100-297

Funding Amount:
$6,579,499 (Chapter 1)
$ 243,815 (Chapter 1 Migrant)

Funding Source:
Federal

Implications:
AISD has received the approved 1993-94 budgets of $8,635,880 for Chapter 1 and $198,743 for Chapter 1 Migrant. These evaluation results should be studied by program decision makers to plan the most effective programs.

Recommendations

1. Continue using Chapter 1 funds to supplement reading instruction at elementary schools.
2. Focus more Chapter 1 programs on improving mathematics education at elementary schools.
3. Move away from the lower PTR model of serving Priority Schools. Focus Chapter 1 funds on specific programs to help students with reading and mathematics.
4. Study the full-day pre-K program for bilingual and ESL students to determine the reasons for its lack of success with these populations.

Cost-Effectiveness

Rating is expressed as contributing to any of the five AISD strategic objectives.

\+ Positive, needs to be maintained or expanded
0 Not significant, needs to be improved and modified
\- Negative, needs major modification or replacement

1992-93 Cost-Effectiveness Summary

PROGRAM	COST	NUMBER OF STUDENTS SERVED	COST PER STUDENT SERVED	EFFECT OR EVIDENCE	COST EFFECT	RATING
Chapter 1 Schoolwide Projects (all students) Funding Source: External Grades: K-6 Level of Service: All day/all year	$1,381,525*	4,633	$406	Reading: -1.0 Math: N/A Avg.: N/A		-
Chapter 1 Schoolwide Projects (low achievers) Funding Source: External Grades: K-6 Level of Service: All day/all year	$616,308*	1,518	$406	Reading: 2.3 Math: N/A Avg.: N/A	$177	+
Chapter 1 Supplementary Instruction (low achievers) Funding Source: External Grades: K-6 Level of Service: Average of 30 min./day	$1,457,917	1,682	$864	Reading: 2.1 Math: N/A Avg.: N/A	$411	+
Priority Schools (all students) Funding Source: External & Local Grades: K-6 Level of Service: All day/all year	$2,149,744*	6,628	324	Reading: -1.1 Math: N/A Avg.: N/A		-
Priority Schools (low achievers) Funding Source: External & Local Grades: K-6 Level of Service: All day/all year	$380,052*	1,173	324	Reading: 2.0 Math: N/A Avg.: N/A	$162	+
Chapter 1 Migrant Supplementary Instruction Funding Source: External Grades: K-12 Level of Service: 1-3 hours/week, all year	$101,015*	124	$815	Program met its goals		+
Chapter 1 Neglected or Delinquent Institutions Funding Source: External Grades: 1-12 Level of Service: 1-2 hrs./week, all year	$109,765	1,185	393	Program met its goals		+
Chapter 1 Nonpublic Schools Funding Source: External Grades: 1-7 Level of Service: 30 min./day, all year	$26,608	48	$554	Program met its goals		+
Full-Day Prekindergarten Funding Source: External Grades: Pre-K Level of Service: Full-day classes all year	$1,396,615	1,702	$938	Rating based on average gains from Fall to Spring compared to national average.		+

* All costs are Chapter 1/Chapter 1 Migrant, over the per pupil expenditure.
* The program cost includes 6.6% of the total Capital Outlay expenditure as the "annual use allowance" for computer hardware and software.

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PROGRAM DESCRIPTIONS

The Components of the Chapter 1 Program

In 1992-93, the Chapter 1 Program had the following components:

Supplementary Reading Instruction (Grades 1-6). Chapter 1 provided supplementary reading and language arts instruction for students with low achievement scores at 14 elementary schools with large concentrations of low-income families. Students were eligible for services at these campuses if they had a reading comprehension score for first graders at or below the 30th percentile on a standardized achievement test.

Schoolwide Projects (SWP) (PreK-6). Schools which qualified for SWP funds were allowed to use the additional resources on all of their students, regardless of their achievement status. They are still responsible, however, for showing achievement gains in their low achieving population. Eighteen schools received Chapter 1 monies for one or more SWP programs during the 1992-93 school year. Sixteen campuses were the "original 16 Priority Schools."[1] Two additional campuses (Andrews and Jordan) qualified for SWP funding because of high concentration of disadvantaged students on their campuses (75% or more).

Full-Day Prekindergarten. Almost 24% of the Chapter 1 budget was allocated to full-day prekindergarten programs at the original 16 Priority Schools and 9 Chapter 1 Supplementary schools.

Nonpublic School (PreK-8). St. Mary's Cathedral School was the only nonpublic school in Austin that provided Chapter 1 services. Supplementary reading and mathematics instruction was offered to low-achieving students in a computer-assisted instruction laboratory.

Institutions for the Neglected or Delinquent Youths (K-12). The eight institutions for neglected or delinquent youths which participated in the Chapter 1 program this year were Gardner House, Turman House, Mary Lee Foundation, Junior Helping Hand Home, Settlement Club Home, Spectrum Youth Shelter, Travis County Youth Shelter, and Better Roads Group Home. Children at these institutions received compensatory reading and mathematics services.

The Components of the Chapter 1 Migrant Program

In 1992-93, the Chapter 1 Migrant Program had the following components:

Reading Instruction (K-12). One middle school and two high schools had teachers and/or tutors who were fully or partially funded by the Migrant Program. The priority for service was on low-achieving students.

Migrant Student Record Transfer System (MSRTS). A national recordkeeping network, MSRTS files contain program eligibility and service information, medical records, and achievement data on all migrant children. The District's MSRTS clerk maintained these records and assisted in efforts to keep migrant students enrolled in school.

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[1] In 1987, the School Board approved a student assignment plan which created 16 predominately low income (75% or more), minority schools. Fourteen of the schools were funded by Chapter 1, the other two schools were funded by AISD. To assure that students received quality education in these schools, the Division of Elementary Education developed A Plan for Educational Excellence and entered into a five-year covenant with the 16 Priority Schools, providing financial support for other special services and personnel. Although this covenant concluded at the end of the 91-92 school year, the 16 schools are still frequently referred to as the "Original 16 Priority Schools".

Components Common to the Chapter 1 and Chapter 1 Migrant Programs

Administration. The administrator for both programs was responsible for filing applications for funding, directing fiscal matters, and consulting with instructional and evaluation staff on program planning and implementation.

Coordination. Instructional coordinators worked directly with program staff to provide guidance, support, materials, and staff development. They also monitored and ensured compliance with federal regulations.

Evaluation. Both programs provided funds for the evaluation of the programs, completion of TEA reports, special testing, needs assessments, on-line students files, and other services as program needs indicated.

Parental Involvement. Each program employed one or more Parental Involvement Representative. In 1992-93, the Parental Involvement Representatives were relocated to individual schools under the District's Vertical Team Organization. Their duties changed slightly and they were more directly supervised by the school principals.

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CHAPTER 1 SERVICE

Eligibility

To be eligible for Chapter 1 service at Supplementary Schools, students must score at or below the 30th percentile for their grade level in Reading Comprehension on the Iowa Tests of Basic Skills (ITBS) (grade 2), the Norm-referenced Assessment Program for Texas (NAPT) (grades 3-6), or on Pre-Reading Composite score in English or Spanish on the Metropolitan Readiness Test (MRT) for first graders. Kindergarten students take the Boehm Test of Basic Concepts-Revised.

Retainees, special education students, and LEP (C, D, or E) students may be served by Chapter 1 if they have an achievement test score at or below the 30th percentile. LEP (A or B) students may be served if it is so recommended by the teacher or determined by the score on the California Achievement Test (CAT) (grades 1-6).

Students who do not have valid spring semester ITBS or NAPT test scores (grades 2-6) or valid fall MRT Pre-Reading Composite scores (grade 1), or who have received test scores that are clearly discrepant from their classroom achievement (as judged by the teacher), are "special tested" with the CAT any time after the first day of school.

Of the 1,674 students served in Supplementary Reading Instruction 46% (766) were "special tested" with the CAT to determine eligibility for service. Of the 766 students tested with the CAT:

- Sixty-eight percent (520) were tested because they had no previous test scores;
- Nineteen percent (145) were new to AISD; and,
- Six percent (44) were tested because there were discrepancies between their test scores and class performances, or they were referred for special testing by the support team.

Number of Students Served

Chapter 1 served 9,579 students across all instructional components in 1992-93. Five of the six components in 1992-93 experienced an increase in the number of students served. Chapter 1 continued to fund 12 SWPs, carried half the cost of full-day prekindergarten at 27 schools, and served kindergarten students at the 12 Chapter 1 SWPs. Table 1 shows the number of students served by each component for the last four years.

TABLE 1
CHAPTER 1 STUDENTS SERVED BY EACH COMPONENT

	1989-90	1990-91	1991-92	1992-93
Supplementary Reading	1,436	1,028	1,482	1,674
Full-Day Pre-K	1,172	1,383	1,645	1,702
Schoolwide Projects (Priority Schools)	5,240	6,273	6,328	3,970
Andrews and Jordan	0	1,273	428	1,000
Non-Public School	11	20	22	48
N or D Institutions	1,136	869	1,054	1,185
TOTAL	8,979	10,846	10,957	9,579

Demographics

TABLE 2
ETHNICITY OF CHAPTER 1 STUDENTS (1992-93)

	AMERICAN INDIAN	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE	TOTAL
Supplementary Reading Instruction	3 0.2%	8 0.5%	388 23.2%	1,131 67.6%	144 8.6%	1,674
Chapter 1 Schoolwide Projects (Original 16 Priority Schools)	10 0.3%	5 0.1%	1,506 37.9%	2,331 58.7%	118 3.0%	3,970
Full-Day Prekindergarten	1 0.06%	30 1.8%	509 29.9%	1,040 61.1%	122 7.2%	1,702
Andrews and Jordan	0 0	2 0.2%	558 55.8%	373 37.3%	67 6.7%	1,000
TOTALS	14 0.1%	45 0.5%	2,961 35.5%	4,875 58.4%	451 5.4%	8,346

The following are characteristics of students served by each Chapter 1 component:

Supplementary Reading Instruction

- Chapter 1 teachers served 77% of the eligible students.
- 63% of the limited-English-proficient (LEP) students who were eligible for Chapter 1 were served by a Chapter 1 teacher.
- 91% of the served students were eligible for free or reduced-price meals (not a prerequisite for Chapter 1 service).
- 47% of the students served were female and 53% were male.

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Schoolwide Projects

- 25% of the students were LEP.
- 90% of the students were eligible for free or reduced-price meals.
- 49% were female, and 51% were male.

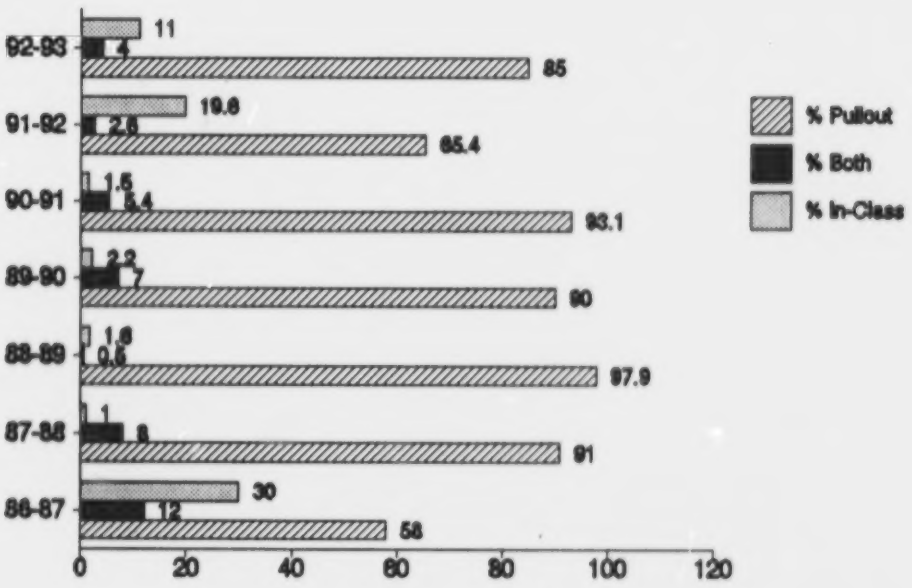
Full-day Pre-K

- Full-day pre-K children accounted for 23% of the Chapter 1 population.
- 98% were eligible for free or reduced-price meals.

Service Location for Supplementary Reading Instruction

In 1992-93, the majority of the students served (85%) were pulled out from their classroom (pullout); 11% were served in class; and 4% were served in a combination of both locations. The general trend in the last seven years has resulted in an increase in pullout from 58% in 86-87 to 85% in 1992-93. Figure 1 shows how these ratios have changed in the past seven years.

FIGURE 1
SERVICE LOCATIONS FOR THE SUPPLEMENTARY READING INSTRUCTION COMPONENT 1986-87 THROUGH 1992-93



PREKINDERGARTEN

The AISD prekindergarten (pre-K) program served 2,741 students (996 half-day and 1,745 full-day) during 1992-93. At the 48 elementary schools which provided pre-K programs, 19 had half-day and 29 had full-day sessions.

The half-day prekindergarten program is mandated by the State for all four-year-olds who are limited-English-proficient (LEP) or low income. Full-day pre-K was funded through Chapter 1 and Chapter 2. Chapter 1 provided funding for full-day pre-K in 27 of the 29 Chapter 1 schools. The full-day programs at two other schools (Travis Heights and Blanton) were funded by Chapter 2 Formula funds.

Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds. The focus is increasing language, concept, personal, and social development.

The number of students attending prekindergarten has increased by 80% from 1986-87 to 1992-93. The number of pre-K teachers has more than tripled during the same period. Table 3 summarizes some comparison data for the prekindergarten program from 1986-87 to 1992-93.

TABLE 3
COMPARISONS OF 1986-87 THROUGH 1992-93
AISD PREKINDERGARTEN PROGRAM

VARIABLE	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
# Full-Day Classes	0	76	83	89	89	98	106
# Half-Day Classes	84	36	44	60	60	66	68
# Teachers	42	94	105	111	119	131	140
# Low Income Students	1,081	1,352	1,541	1,692	1,735	1,857	1,942
# LEP Students	435	553	597	536	669	754	766
# Half-Day Students	1,516	603	757	907	586	944	996
# Full-Day Students	0	1,302	1,381	1,321	1,793	1,667	1,745
# Total Students (Cumulative Across Year)	1,516	1,905	2,138	2,228	2,404	2,611	2,741

Students who attended pre-K in 1992-93 represented a diverse population. As can be noted from Figure 2, the largest ethnic group was Hispanic (1,529), followed by African American (667), Other (444), and Asian (101). There were approximately 1,346 female and 1,395 male pre-K students, as shown in Figure 3. Sixty-five percent of the pre-K students were English speaking, 25 percent were Bilingual, and 4% were ESL. Low-income children represented 71% of the pre-K students served.

FIGURE 2
1992-93 PREKINDERGARTEN
ETHNICITY

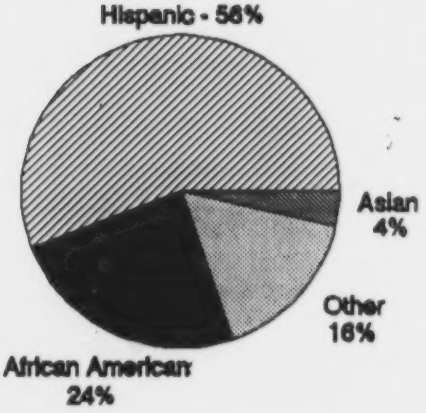


FIGURE 3
1992-93 PREKINDERGARTEN
GENDER

Three of the 48 AISD elementary schools which offered prekindergarten were new to the program in 1992-93 (Brentwood, Jordan, and Kocurek). The number of pre-K students served at each campus varied from 27 at Brentwood to 115 at Walnut Creek. Table 4 lists the number of pre-K students and classes at each of the campuses that offered prekindergarten in 1992-93. The average pupil-teacher ratio for pre-K classes was 19.6 in 1992-93.

TABLE 4
NUMBER OF 1992-93 Pre-K STUDENTS SERVED BY CAMPUS

CAMPUS	NUMBER OF STUDENTS	NUMBER OF CLASSES	CAMPUS	NUMBER OF STUDENTS	NUMBER OF CLASSES
Allan*	60	4	Maplewood	29	2
Allison*	80	5	Mathews	43	4
Andrews*	71	4	Metz*	44	3
Barrington	67	4	Norman*	24	2
Becker*	44	3	Oak Springs*	54	4
Blackshear*	51	3	Odom	64	4
Blanton*	57	3	Ortega*	44	3
Brentwood	27	2	Palm	67	4
Brooke*	41	3	Pecan Springs*	51	3
Brown*	68	4	Pillow	53	4
Campbell*	57	4	Pleasant Hill	52	4
Casis	29	2	Reilly*	40	2
Cook	68	4	Ridgetop*	24	2
Dawson*	51	3	St. Elmo	54	4
Galindo	45	4	Sanchez*	46	4
Govalle*	83	5	Sims*	33	2
Graham	28	2	Sunset Valley	42	2
Harris*	92	5	Travis Heights*	73	4
Houston*	95	4	Walnut Creek*	115	6
Jordan*	50	3	Widen	79	4
Joslin	53	4	Winn*	71	4
Kocurek	52	4	Wooldridge	87	6
Langford	60	4	Wooten*	62	4
Linder*	109	6	Zavala*	52	4

* Schools with full-day prekindergarten programs

As in the past two years, in 1992-93, the average attendance rate was slightly higher for full-day pre-K students (93.4%) than half-day pre-K students (92.3%). Both half-day and full-day attendance rates, however, were below the 1992-93 AISD average attendance rate for all elementary students (95.7%). In Table 5, information is presented for comparison of attendance rates of full-day and half-day prekindergarten students from 1987-88 through 1992-93.

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TABLE 5
AVERAGE ATTENDANCE RATES FOR PREKINDERGARTEN STUDENTS
1987-88 THROUGH 1992-93

YEAR	FULL-DAY HALF-DAY	DAYS ENROLLED	DAYS ABSENT	DAYS PRESENT	ATTENDANCE RATES
1987-88	Full-Day	151.0	12.6	138.4	91.7%
1987-88	Half-Day	139.8	13.9	126.0	90.1%
1988-89	Full-Day	151.9	12.5	139.4	91.8%
1988-89	Half-Day	139.5	14.3	125.2	89.7%
1989-90	Full-Day	152.2	11.9	140.3	92.2%
1989-90	Half-Day	141.2	12.9	128.2	90.8%
1990-91	Full-Day	147.5	12.2	135.3	91.7%
1990-91	Half-Day	154.5	12.6	141.8	91.8%
1991-92	Full-Day	157.3	12.8	144.5	91.9%
1991-92	Half-Day	148.4	15.2	133.2	89.8%
1992-93	Full-Day	154.9	10.4	144.6	93.4%
1992-93	Half-Day	140.0	10.9	129.2	92.3%

Program Effectiveness

In order to measure achievement gains for pre-K students, the Peabody Picture Vocabulary Test-Revised (PPVT-R) was administered twice to a sample of students in 1992-93. The sample was a randomly selected subset from each class. Sample pre-K students were pretested in September and October of 1992 and posttested in April and May of 1993. A total of 1,530 students (56% of all pre-K students) had valid pre- and posttest scores.

A sample of LEP A and B Spanish monolingual students who received a bilingual instructional pre-K program were pre- and posttested on the Test de Vocabulario en Imagenes Peabody (TVIP) in addition to the English Language PPVT-R. A total of 301 students (39% of the bilingual population) had valid pre- and posttest scores on both tests.

The PPVT-R and the TVIP are individually administered tests that measure knowledge of receptive (hearing) vocabulary. Standard test scores are based on national age-norms, with a mean of 100 and standard deviation of 15.

In Table 6, the average pretest, posttest, and gain scores on the PPVT-R are presented. Limited English proficient students were classified either bilingual or ESL, depending upon the program of instruction the teachers indicated. While students in all types of pre-K programs achieved higher than average gains, the average standard scores for all groups of pre-K students were below the national average of 100. The bilingual students had the lowest scores, while low-income students came closest to the national average. This apparent discrepancy between the higher than average gains, but below average posttest scores is due to the very low pretest scores of the District's pre-K students.

TABLE 6
SUMMARY OF PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1992-93

GROUP	NUMBER OF STUDENTS	PRETEST AVERAGE	POSTTEST AVERAGE	GAIN AVERAGE
Full-Day Bilingual	279	39.9	50.9	10.8
Full-Day ESL	29	54.8	69.2	16.4
Full-Day Low Income	720	75.5	87.6	11.7
Half-Day Bilingual	90	38.5	54.9	16.0
Half-Day ESL	37	49.8	71.7	22.4
Half-Day Low Income	375	82.2	93.0	9.9
National Average	--	100.0	100.0	0.0

Only students with valid pre- and posttests are included.

The average standard score gains for the students who took both the PPVT-R and the TVIP from 1987-88 through 1992-93 are presented in Table 7. This comparison does not include 1991-92 since the Bracken Basic Concept Scale (BBCS) was given that year instead of the PPVT-R and TVIP as in 1992-93.

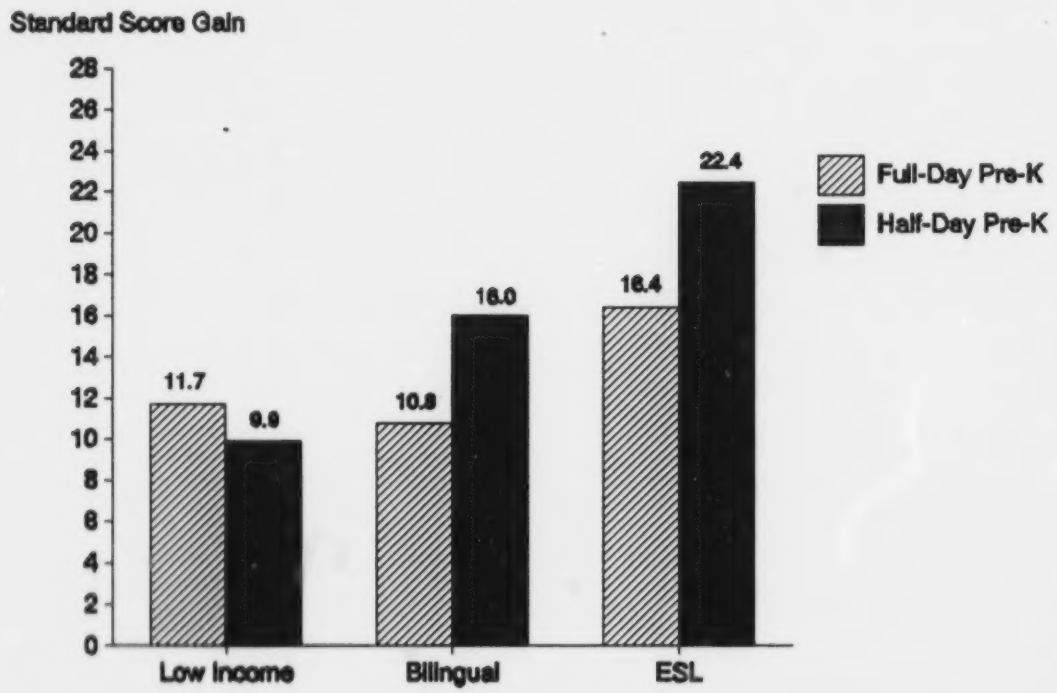
TABLE 7
STANDARD SCORE GAINS FOR STUDENTS TESTED ON THE PPVT-R AND TVIP, 1987-88 THROUGH 1990-91 AND 1992-93

GROUP	1987-88	1988-89	1989-90	1990-91	1992-93
Full-Day PPVT-R Gain	15.9	16.3	16.1	18.3	8.7
Half-Day PPVT-R Gain	9.5	17.4	18.9	18.2	13.8
Full-Day TVIP Gain	6.8	8.0	8.7	3.3	8.5
Half-Day TVIP Gain	9.6	5.4	16.6	4.2	9.8
Full-Day Pre-K	N = 106	N = 139	N = 148	N = 162	N = 227
Half-Day Pre-K	N = 30	N = 49	N = 58	N = 69	N = 74

Half-Day and Full-Day Comparisons.

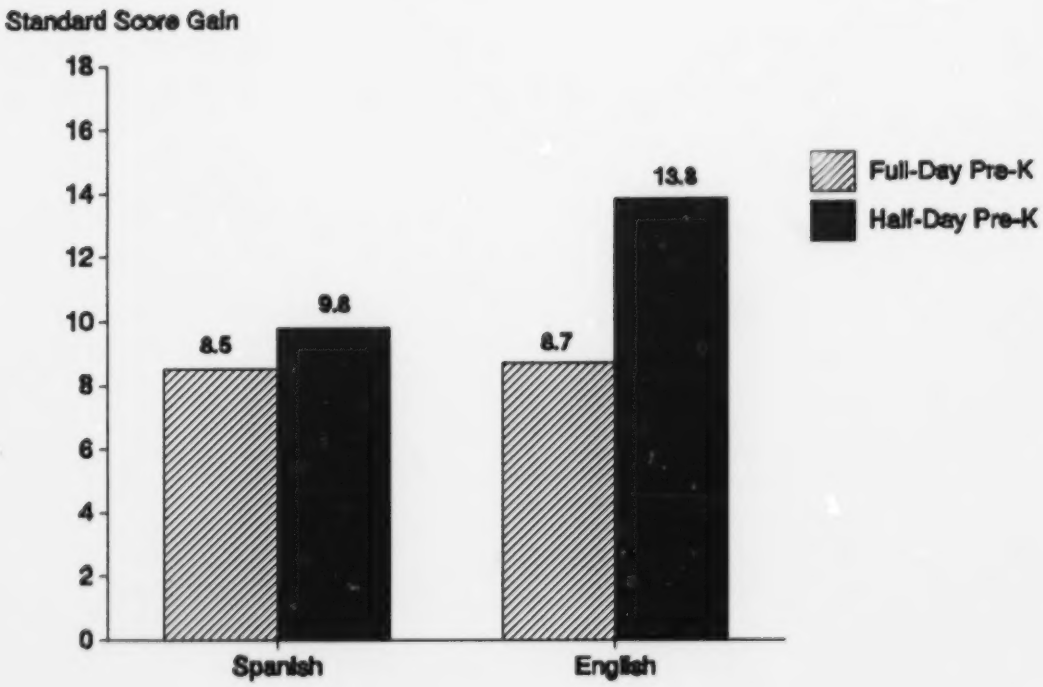
Standard score gains were computed by subtracting the pretest score from the posttest score for each student with valid pre- and posttest scores. Average gains for half-day low-income, bilingual, and ESL students are compared to full-day pre-K students in Figure 4. With the exception of low-income students, half-day students achieved greater gains than full-day students on the PPVT-R in 1992-93.

FIGURE 4
PEABODY PICTURE VOCABULARY TEST-REVISED
GAINS ACHIEVED FROM FALL 1992 TO SPRING 1993



The TVIP has the same structure and standard score system as does the PPVT-R. The average gains of students taking both the PPVT-R and the TVIP in 1992-93 are shown in Figure 5. For both tests, the half-day students made greater gains than the full-day students. This finding contradicts program expectations. In addition, there appear to be some differences in the effect of half-day versus full-day pre-K programs for the LEP and low-income students. Comparison of data from 1987-88 through 1992-93 indicated that full-day pre-K has produced greater gains for low-income students than for LEP students; half-day pre-K has produced greater gains for LEP students.

FIGURE 5
TEST DE VOCABULARIO EN IMAGENES PEABODY
AVERAGE GAINS FOR STUDENTS TAKING BOTH SPANISH AND ENGLISH TESTS
FALL 1992 TO SPRING 1993



The average pretest, posttest, and gains scores for the various groups of prekindergarten students from 1985-86 through 1990-91, and 1992-93 are presented in Table 8. For purposes of comparisons with previous years' data, students are grouped under LEP if they were served in either a bilingual or an ESL program.

With the exception of the 1987-88 and 1990-91 school years, half-day LEP students have had higher average gains than have the full-day LEP students. Half-day students made greater gains in 1992-93 on the PPVT-R (17.9) than the full-day students (11.5).

Full-day low income students made greater gains (11.7) in 1992-93 than did half-day low-income students (9.9). Full-day low-income prekindergarten students have achieved higher gains than half-day students every year since 1987-88, the beginning of full-day pre-K.

TABLE 8
SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1987-88 THROUGH 1990-91*, AND 1992-93

LEP STUDENTS	NUMBER OF STUDENTS	PRETEST AVERAGE	POSTTEST AVERAGE	GAIN AVERAGE
1987-88 (Full-Day)	185	56.3	67.5	16.8
1987-88 (Half-Day)	61	50.0	66.8	11.2
1988-89 (Full-Day)	196	48.3	63.5	15.2
1988-89 (Half-Day)	79	46.4	64.9	18.5
1989-90 (Full-Day)	171	41.3	57.3	16.0
1989-90 (Half-Day)	117	48.0	67.7	19.7
1990-91 (Full-Day)	233	44.6	62.9	18.3
1990-91 (Half-Day)	133	47.9	66.2	18.2
1992-93 (Full-Day)	308	41.3	52.6	11.5
1992-93 (Half-Day)	127	41.4	59.7	17.9
NON-LEP STUDENTS	**NUMBER OF STUDENTS**	**PRETEST AVERAGE**	**POSTTEST AVERAGE**	**GAIN AVERAGE**
1987-88 (Full-Day)	405	77.4	90.5	13.1
1987-88 (Half-Day)	205	80.4	90.0	9.6
1988-89 (Full-Day)	522	77.7	89.0	11.3
1988-89 (Half-Day)	252	80.4	93.4	9.4
1989-90 (Full-Day)	570	75.7	88.6	12.9
1989-90 (Half-Day)	334	86.2	94.0	7.8
1990-91 (Full-Day)	637	74.4	85.7	11.3
1990-91 (Half-Day)	329	84.1	93.1	9.0
1992-93 (Full-Day)	720	75.5	87.6	11.7
1992-93 (Half-Day)	375	82.2	93.0	9.9

* The Bracken Basic Concept Scale (BBCS) was given in 1991-92 instead of the PPVT-R and TVIP.

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KINDERGARTEN

Eligibility

In order to determine the eligibility of kindergarten students for Chapter 1 service, kindergarten teachers at Chapter 1 schools were asked to test their students on the Boehm-R, a test of basic concepts. Of the 1,191 students tested, 49% fell below the 30th percentile. Table 9 summarizes eligibility by campus.

TABLE 9
GRADE K STUDENTS ELIGIBLE FOR CHAPTER 1 SERVICE BY CAMPUS

CAMPUS	NUMBER & PERCENT ≤ 30TH PERCENTILE	NUMBER & PERCENT > 30TH PERCENTILE
Andrews	47 3.9%	49 4.1%
Blackshear	39 3.3%	33 2.8%
Brooke	38 3.2%	20 1.7%
Campbell	17 1.4%	45 3.8%
Dawson	34 2.9%	46 3.9%
Harris	46 3.9%	54 4.5%
Metz	37 3.1%	29 2.4%
Ortega	24 2.0%	15 1.2%
Sanchez	24 2.0%	39 3.3%
Pecan Springs	38 3.2%	31 2.6%
Sims	31 2.6%	16 1.3%
Zavala	34 2.9%	30 2.5%
Norman	13 1.0%	30 2.5%
Houston	62 5.2%	63 5.3%
Widen	63 5.3%	78 6.6%
Jordan	37 3.1%	30 2.5%
TOTALS	583 49%	608 51%

Program Effectiveness

In [illegible]3, the State-mandated evaluation of Chapter 1 programs included a component regarding th[illegible]ment gains of Chapter 1-served kindergarten students. The District's application sp[illegible] change of +5 percentile points from the median pretest percentile to the median posttest p[illegible]ntile for schoolwide projects.

Thirteen SWP schools and three supplementary Chapter 1 schools were tested in the Fall and Spring of the school year with the Boehm-R. Of the 13 SWP schools, ten achieved the required gains, but three schools showed either no improvements or losses from pretest scores to posttest scores. Kindergarten students at all three supplementary schools tested (Dawson, Harris, and Houston) showed losses in their Boehm scores from pre- to posttest. Table 10 shows the pre- and posttest percentile ranks for each school.

TABLE 10
BOEHM-R PERCENTILE RANKS FOR ALL STUDENTS TESTED

Campus	Pretest %ile	Posttest %ile	%ile Difference
Andrews	35.0	60.0	25.0
Blackshear	25.0	45.0	20.0
Brooke	25.0	50.0	25.0
Campbell	45.0	35.0	-10.0
Dawson*	35.0	22.5	-12.5
Harris*	35.0	25.0	-10.0
Houston*	35.0	30.0	-5.0
Jordan	30.0	22.5	-7.5
Metz	30.0	40.0	10.0
Norman	50.0	50.0	0.0
Ortega	22.5	65.0	42.5
Pecan Springs	30.0	35.0	5.0
Sanchez	35.0	45.0	10.0
Sims	22.5	32.5	10.0
Widen	37.5	45.0	7.5
Zavala	32.5	80.0	47.5

*Supplementary School

Since percentile rank scores are not on an interval scale, students' scores were converted to normal curve equivalents (NCEs) for appropriate pre- and posttest score comparisons. Table 11 shows mean NCE scores for each school for all students with both pre- and posttest scores. As the table shows, the differences between the schools' pre- and posttest NCEs range from 26.9 (for Ortega) to -2.9 (for Jordan). For all kindergarten students in the District, the mean NCE gain was 5.1, and the mean NCE posttest score was 47.6. The national mean NCE is 50, and a gain of about 2 NCE points is considered average.

TABLE 11
BOEHM-R MEAN NCEs FOR ALL STUDENTS TESTED

Campus	Number of Students	PreTest Mean NCE	PostTest Mean NCE	Mean NCE Gain/Loss
Andrews	81	46.6	56.0	9.5
Blackshear	62	39.7	46.3	6.6
Brooke	53	37.5	47.3	9.8
Campbell	51	48.3	45.7	-2.1
Dawson	74	42.8	41.5	-1.4
Harris	93	42.5	41.6	-0.8
Houston	110	42.0	40.9	-1.1
Jordan	50	40.8	38.0	-2.9
Metz	62	39.4	50.3	10.9
Norman	37	53.1	51.2	-2.0
Ortega	36	35.7	62.6	26.9
Pecan Springs	63	39.4	42.4	3.0
Sanchez	61	44.1	47.3	3.1
Sims	42	37.9	43.7	5.8
Widen	122	44.5	49.6	5.0
Zavala	56	41.4	67.5	26.1

In order to examine the gains of low-achieving students more closely, kindergarten students with Boehm scores were divided into two groups based on their pretest percentile ranks (above and below the 30th percentile). Table 12 shows the mean pre- and posttest NCE scores for the two groups of kindergarten students. The average NCE gain for the lower achieving group (7.6) was more than twice that of the higher achieving group (3.3). However, students who started the school year with scores below the 30th percentile were not able to close the gap with the rest of their classmates. The mean NCE posttest score was 34.6 for the lower achieving group, and 59.3 for the higher achieving group. The average NCE posttest scores for the low-achieving kindergarten students at campuses tested ranged from a high of 57.2 (Ortega) to a low of 17.7 (Dawson).

TABLE 12
BOEHM-R NCEs - DISAGGREGATED

Campus	Student Group: Pre-Test %ile	Number of Students	PreTest Mean NCE	PostTest Mean NCE	Mean NCE Gain/Loss
Andrews	≤30th	37	25.6	38.8	13.2
	>30th	44	64.2	70.5	6.3
Blackshear	≤30th	32	24.4	33.6	9.2
	>30th	30	56.0	59.7	3.7
Brooke	≤30th	32	27.6	37.6	9.9
	>30th	21	52.6	62.1	9.5
Campbell	≤30th	16	28.1	26.3	-1.7
	>30th	35	57.3	54.6	-2.3
Dawson	≤30th	31	23.5	17.7	-5.8
	>30th	43	56.8	58.7	1.9
Harris	≤30th	46	29.1	30.0	0.9
	>30th	47	55.6	53.0	-2.6
Houston	≤30th	51	29.2	32.6	3.4
	>30th	59	53.1	48.2	-4.9
Jordan	≤30th	27	24.1	24.4	0.2
	>30th	23	60.5	54.0	-6.5
Metz	≤30th	33	30.2	44.0	13.8
	>30th	29	49.9	57.4	7.5
Norman	≤30th	10	25.2	22.7	-2.5
	>30th	27	63.5	61.7	-1.7
Ortega	≤30th	22	25.9	57.2	31.3
	>30th	14	51.0	71.1	20.1
Pecan Springs	≤30th	33	26.4	30.2	3.8
	>30th	30	53.8	55.8	2.1
Sanchez	≤30th	24	26.5	32.4	5.9
	>30th	37	55.6	56.9	1.3
Sims	≤30th	28	27.7	38.0	10.3
	>30th	14	58.2	55.0	-3.3
Widen	≤30th	50	26.7	33.9	7.2
	>30th	72	56.9	60.5	3.5
Zavala	≤30th	28	27.4	51.1	23.7
	>30th	28	55.4	83.9	28.5

The fact that the Boehm data show a faster rate of achievement gain for the low-achieving students than for the higher achieving students indicates that the Chapter 1 school-wide programs at the District, in general, are providing accelerated instruction for the educationally disadvantaged kindergartners.

Specifically, kindergarten students at Ortega and Zavala started the school year with low achievement scores, but made NCE gains of 31 and 24 points respectively and had mean posttest scores above the national average. The instructional programs at these schools should be examined for their strengths. Similarly, the instructional programs at the three SWP schools with NCE losses from pre- to posttest should be examined to determine what their specific instructional needs are and how their programs can be improved.

No conclusions can be made regarding supplementary Chapter 1 programs for kindergarten students at the three supplementary schools with Boehm test scores (Dawson, Harris, and Houston). Data were not available on which students were served at these schools. However, kindergarten students at the SWP schools made better gains than similar students at the supplementary schools. Students at these supplementary schools showed a decline in test scores over the course of the school year.

FIRST GRADE

Eligibility

In the fall of 1992, first grade teachers at Chapter 1 schools were asked to test their students in Spanish or English (excluding special education and those exempted through ARD committee) on the Metropolitan Readiness Test (MRT) for Chapter 1 eligibility. Of the 1,809 students tested, 53% fell below the 31st percentile on the Pre-Reading Skills Composite. Table 13 shows the percent of students who scored below the 31st percentile at each school.

TABLE 13
GRADE 1 STUDENTS ELIGIBLE FOR CHAPTER 1 SERVICE BY CAMPUS

CAMPUS	NUMBER & PERCENT ≤ 30TH PERCENTILE	NUMBER & PERCENT > 30TH PERCENTILE	CAMPUS	NUMBER & PERCENT ≤ 30 PERCENTILE	NUMBER & PERCENT > 30 PERCENTILE
Allison	57 64%	32 36%	Pecan Springs	38 59%	26 41%
Andrews	43 57%	33 43%	Ridgetop	26 60%	17 40%
Blackshear	38 58%	28 42%	Sims	23 70%	10 30%
Brooke	28 43%	37 57%	Walnut Creek	59 57%	44 43%
Brown	43 49%	45 51%	Wooten	25 34%	49 66%
Campbell	32 54%	27 46%	Zavala	24 49%	25 51%
Dawson	24 41%	34 59%	Norman	14 43%	15 52%
Govalle	41 43%	55 57%	Wooldridge	63 57%	48 43%
Harris	55 52%	50 48%	Linder	73 55%	60 45%
Metz	17 35%	32 65%	Houston	54 53%	47 47%
Oak Springs	27 63%	16 37%	Widen	75 61%	48 39%
Ortega	27 44%	34 56%	Jordan	31 70%	13 30%
Sanchez	20 37%	34 63%	**TOTAL**	**957** **53%**	**863** **47%**

Achievement

Student achievement in first grade is evaluated through an examination of the students' grade equivalent (GE) scores on the Iowa Tests of Basic Skills (ITBS) Reading Comprehension test. This test was administered in April of 1993 to all first graders in the District.

In 1992-93 the District's Chapter 1 Application to the Texas Education Agency specified a GE of at least 1.6 for the Chapter 1 first graders as the criterion for measuring effectiveness of the Chapter 1 program in first grade. The ITBS, administered in the eighth month of the school year, has a national GE average of 1.8. The ITBS is a nationally normed test. A student with a GE of 1.6 scores at the level of an average first grader in the sixth month of the school year.

Of the 24 Chapter 1 schools serving first graders in 1992-93, six met the required GE score of 1.6 for their Chapter 1 students. The average GE Reading Comprehension scores for first graders across all Chapter 1 schools was 1.4. This indicates that first graders in Chapter 1 schools are about four months behind average students in Reading Comprehension. Average GE scores for Chapter 1 schools in 1992-93 are listed in Table 14.

In order to look at growth of Chapter 1 first graders from the beginning of the year to the time of the ITBS spring testing, the median percentile scores of students on the MRT were compared to their median percentile scores on the ITBS Reading Comprehension. Although these two tests do not form an ideal pre- and posttest comparison, they do give us an indication of the standing of the Chapter 1 first graders relative to a national sample at the beginning and the end of the school year, respectively.

Table 14 lists the median MRT and ITBS Reading Comprehension percentile ranks for each Chapter 1 school, in addition to the overall medians for the Supplementary schools and SWP. As the table shows, in all but two schools Chapter 1 students made major improvements in their standing relative to a national sample. The median score for all Chapter 1 students in first grade on the MRT was the 10th percentile, whereas the median ITBS for the same students was the 28th percentile. These students are still far from performing at grade level, but they have narrowed the achievement gap considerably in one school year.

In order to help students who are falling behind in reading skills, it is important to send a list of these students to their second grade teachers at the beginning of the new school year, in addition to identifying the successful and unsuccessful instructional strategies.

TABLE 14
MRT & ITBS SCORES FOR GRADE 1 STUDENTS

Campus	MRT Median Percentile	ITBS Reading Comprehension	
		Median Percentile	GE
Andrews	9.0	34.0	1.4
Blackshear	14.5	32.0	1.6
Brooke	10.0	24.0	1.4
Brown	18.0	34.0	1.6
Campbell	11.0	24.0	1.4
Dawson	17.0	8.0	1.2
Govalle	8.0	24.0	1.5
Harris	11.0	17.5	1.3
Houston	14.0	19.0	1.3
Jordan	14.0	24.0	1.3
Linder	8.0	30.0	1.4
Metz	13.0	24.0	1.4
Norman	17.0	32.0	1.6
Oak Springs	9.0	24.5	1.5
Ortega	11.0	40.0	1.7
Pecan Springs	8.5	29.0	1.4
Ridgetop	8.0	8.0	1.3
Sanchez	14.0	28.0	1.4
Sims	8.0	41.5	1.8
Walnut Creek	9.5	34.0	1.4
Widen	4.0	6.0	1.0
Wooldridge	6.0	19.0	1.4
Wooten	10.0	18.0	1.4
Zavala	14.0	29.0	1.7
Supp. School	8	20.5	
SWPs	11	30.0	

PRIORITY SCHOOLS

Introduction

In the spring of the 1986-87 school year, the Board of Trustees approved a new student assignment plan which returned students in the elementary grades to their neighborhood schools. This plan resulted in a dramatic shift in the distribution of students from low-income families among the Districts' schools. Most notably, 16 elementary schools in predominantly minority neighborhoods became heavily populated with students from low-income families. To assure that students in these 16 schools receive a quality education, the Division of Elementary Education developed "A Plan for Educational Excellence" with the advice of a committee of teachers, principals, and other administrators. In the 1987-88 school year, the Plan was implemented in each of the 16 "Priority Schools," as the schools came to be called.

Because the 16 schools are also Chapter 1 schools, and because there is still a great deal of interest in the quality of education at these schools, the Chapter 1 evaluation staff have been reporting on various aspects of education at these schools, with a focus on student achievement.

The schools known as Priority Schools are listed below:

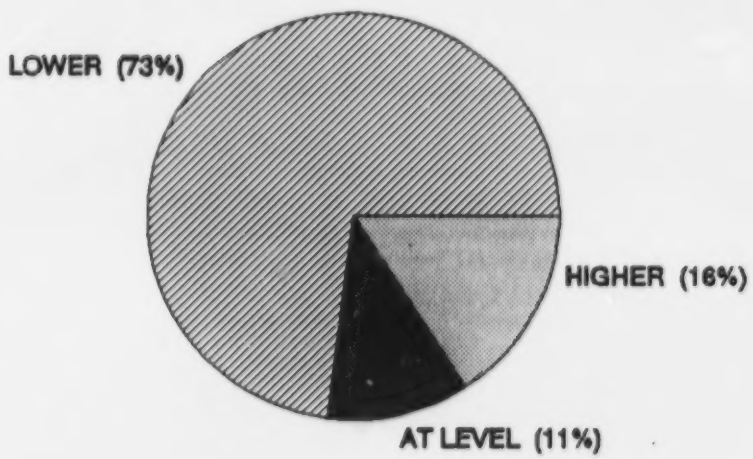
- Allan
- Allison
- Becker
- Blackshear
- Brooke
- Campbell
- Govalle
- Metz
- Norman
- Oak Springs
- Ortega
- Pecan Springs
- Sanchez
- Sims
- Winn
- Zavala

Pupil-Teacher Ratio PTR

Smaller classes are provided at Priority Schools for all grade levels (pre-K through grade 6). This represents the largest expenditure of funds for the Priority Schools. The average class size is recommended to be 15 to 1 in pre-K through grade 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6. The AISD end-of-the-year attendance file is used to calculate the pupil-teacher ratio. The number of teachers (excluding special area, early childhood, and Special Education teachers) is divided into the number of regular education students. This formula is used to determine the PTR for each class, grade level and school, and for the District.

In 1992-93, the pupil-teacher ratio was higher than the targeted level at only 16% (18) of the grade levels. The PTR was at the recommended level in 11% (13) of the Priority Schools grade levels, and lower than the recommended level in 73% (85) of the grade levels. This information is presented in Figure 6.

FIGURE 6
PUPIL-TEACHER RATIO: 1992-93 CLASSROOMS
COMPARISON TO RECOMMENDED LEVELS



Overall, the average PTR in the Priority Schools continues to be at or below the recommended level at the vast majority of grade levels (84%) during the sixth year. Table 15 compares the 1992-93 average with the first five years of the Priority Schools, beginning in 1987-88. The percentage of Priority Schools at or below the recommended PTR levels at each grade level increased from 76% in 1991-92 to 84% in 1992-93.

TABLE 15
PRIORITY SCHOOL PUPIL-TEACHER RATIO AT OR BELOW THE RECOMMENDED LEVELS AT EACH GRADE LEVEL, 1987-88 THROUGH 1992-93

Priority Schools	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Pupil-Teacher Ratio	92%	87%	93%	89%	76%	84%

Table 16 provides the 1992-93 PTR data for the Priority Schools by grade level at each school, in addition to the overall PTR for each campus and each grade level across all 16 schools.

TABLE 16
PUPIL-TEACHER RATIO DATA FOR THE PRIORITY SCHOOLS AS CALCULATED FROM THE ATTENDANCE FILE, JUNE 1993

	GRADE								
SCHOOL	PRE-K	K	1	2	3	4	5	6	AVERAGE
Allan	13.8	13.1	13.6	15.5	24.0	20.3	19.0	*	16.2
Allison	15.0	13.0	13.1	13.9	17.0	18.8	22.5	*	15.7
Becker	10.0	13.0	10.2	15.0	10.6	11.0	12.5	*	11.7
Blackshear	15.7	10.3	11.8	12.0	10.5	11.8	12.3	12.0	11.7
Brooke	13.7	13.8	12.2	19.0	12.8	16.0	16.7	*	14.4
Campbell	11.3	16.3	16.0	13.3	17.7	20.0	17.3	18.0	15.9
Govalle	14.8	15.0	12.1	15.5	16.4	19.6	17.4	*	15.7
Metz	13.3	14.2	13.0	12.5	12.0	13.6	15.6	16.3	13.7
Norman	10.0	9.5	16.0	15.3	11.8	17.5	23.0	*	13.9
Oak Springs	10.0	14.2	13.5	14.3	17.3	19.3	18.7	*	14.7
Ortega	13.0	12.7	10.4	8.8	9.8	8.8	7.7	*	9.7
Pecan Springs	11.5	13.3	12.6	11.5.	13.0	14.2	16.2	*	13.2
Sanchez	9.6	12.2	14.0	12.2	14.6	17.7	12.8	13.2	13.0
Sims	10.7	13.3	10.7	12.7	16.3	16.5	13.3	*	13.2
Winn	16.5	14.8	13.6	15.5	17.6	17.8	19.0	*	16.3
Zavala	12.0	12.6	10.0	17.0	14.3	18.0	15.3	*	13.7
Average	12.8	13.2	12.7	14.0	14.7	16.3	16.2	14.9	13.9

* There is no grade 6 at these schools.

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In 1992-93, Ortega had the lowest schoolwide PTR (9.7), whereas Winn and Allan had the highest schoolwide pupil-teacher ratios among the Priority Schools (16.3 and 16.2, respectively).

At every grade level, the PTR for the Priority Schools was well below the recommended level. The overall PTR for the Priority Schools of 13.9 is below the lowest recommended level of 15 to 1 for pre-K through grade 2. Since their beginning in 1987-88, the Priority Schools have maintained an average PTR below the recommended level at each grade level. Table 17 compares the average PTR across all Priority Schools by grade level 1987-88 through 1992-93.

TABLE 17
PUPIL TEACHER RATIO (AVERAGE ACROSS PRIORITY SCHOOLS)
1987-88 THROUGH 1992-93

	AVERAGE ACROSS SCHOOLS							
YEAR	PRE-K	K	1	2	3	4	5	6
1987-88	14.0	13.0	13.0	13.0	14.0	15.0	16.0	18.0
1988-89	13.6	13.6	12.2	12.4	14.8	15.4	16.2	19.3
1989-90	12.8	11.5	12.3	12.8	13.5	14.1	16.1	16.2
1990-91	14.4	12.6	13.0	13.3	14.9	14.6	15.8	13.8
1991-92	13.9	12.7	13.3	14.7	15.8	15.6	16.8	16.4
1992-93	12.6	13.2	12.7	14.0	14.7	16.3	16.2	14.9
RECOMMENDED * LEVEL	15	15	15	15	18	18	20	20

*The recommended levels are not caps for individual grades, but averages for each school across the following grade spans: Pre-K through 2, 3 and 4, and 5 and 6.

While the average PTR across all Priority Schools was below the recommended level at each of the grade levels for all six years, the same has not been true for each campus at or below these levels every year. Table 18 indicates that grade 6 has the highest success rate across all schools reaching their goal in four out of six years (67%). All 16 Priority Schools met their goals in grades 1 and 3, three out of six years (50%). Grades 2 and 4 have not yet had a year where all 16 Priority Schools have been at or below the recommended levels.

TABLE 18
NUMBER OF PRIORITY SCHOOLS AT OR BELOW RECOMMENDED PTR LEVEL
1987-88 THROUGH 1992-93

AVERAGE ACROSS SCHOOLS								
YEAR	PRE-K	K	1	2	3	4	5	6*
1987-88	15	14	16	14	16	14	13	4
1988-89	12	11	16	14	16	12	15	3
1989-90	16	16	15	12	16	13	14	4
1990-91	12	15	16	12	14	14	16	4
1991-92	13	13	13	7	12	12	15	3
1992-93	14	15	14	11	15	11	14	4
# OF YEARS ALL SCHOOLS MET RECOMMENDED LEVELS AT EACH GRADE LEVEL	1	1	3	0	3	0	1	4

*There are only four Priority Schools that have grade 6.

Teacher Transfer Requests

The teachers' transfer request rates (requesting transfer to another school) were 15% at the Priority Schools at the end of 1987-88 compared to 13% for teachers at other elementaries. From 1990-91 to 1991-92, transfer request rates almost doubled for both Priority Schools (12% in 1990-91 to 21 percent in 1991-92) and other elementaries (8% in 1990-91 to 14% in 1991-92). The 1992-93 rates showed a decrease from 1991-92 at both Priority Schools and other elementary schools (21% to 16% and 14% to 12%), respectively. Table 19 summarizes this information.

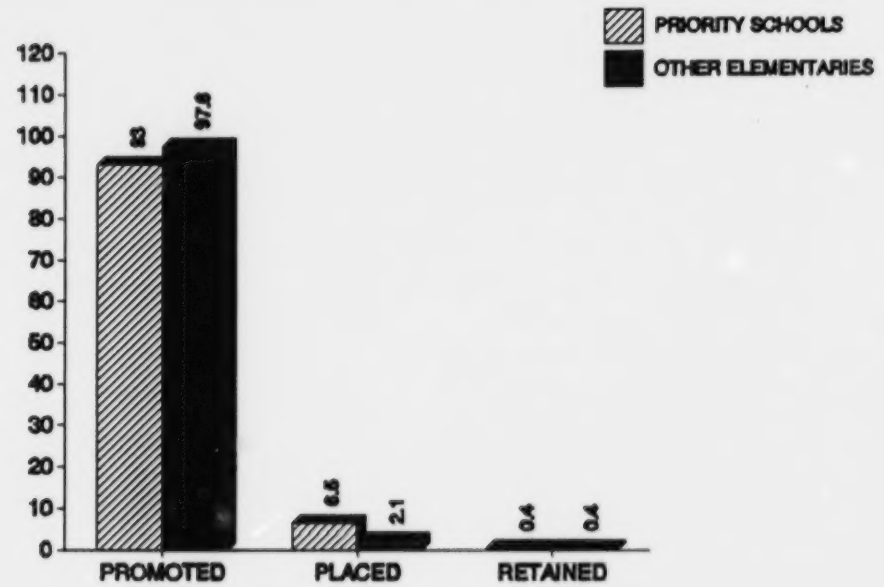
TABLE 19
TEACHER TRANSFER REQUESTS FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS FROM 1987-88 TO 1992-93

	NUMBER OF TEACHERS	NUMBER OF TRANSFER REQUESTS	TRANSFER REQUEST RATE
PRIORITY SCHOOLS:			
1987-88	598	91	15%
1988-89	629	85	14%
1989-90	639	72	11%
1990-91	638	78	12%
1991-92	641	137	21%
1992-93	613	99	16%
OTHER ELEMENTARY SCHOOLS:			
1987-88	1,563	207	13%
1988-89	1,828	163	9%
1989-90	1,907	194	10%
1990-91	2,028	163	8%
1991-92	2,107	298	14%
1992-93	2,131	259	12%

Promotion/Retention/Placement Rates for the Priority Schools

The Priority Schools overall had more recommended placements (6.5%) than did the other elementary schools (2.1%), but the same percentage of retentions (0.4%) as did the other elementary schools. These comparisons are illustrated in Figure 7.

FIGURE 7
NUMBER OF RECOMMENDED PROMOTIONS, PLACEMENTS, AND RETENTIONS FOR PRIORITY SCHOOLS AND THE OTHER ELEMENTARY SCHOOLS, 1992-1993



Of the Priority Schools, Oak Springs and Ortega had the lowest percentage of students promoted (86.0%), while having the highest percentage of placed students (14.0%). Govalle had the highest retention rates for Priority Schools, with 1.5% of their grade K-5 students recommended for retention. As in 1991-92, the highest percentage of Priority School students placed (8.7%) or retained (1.5%) were at grade 1. The percentages of recommended promotions, retentions, and placements for each of the Priority Schools as well as comparison percentages for other elementary schools are shown in Table 20.

TABLE 20
RECOMMENDED PROMOTION/PROMOTION/RETENTION
PRIORITY, OTHER AISD ELEMENTARY, AND ALL AISD ELEMENTARY SCHOOLS
PERCENTAGES FOR 1992-93*

	K			1			2			3			4			5			6			TOTAL		
School	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %
Allan	100	0	0	87	10	3	81	19	0	85	15	0	91	9	0	98	2	0	0	0	0	91	9	0**
Allison	100	0	0	97	3	0	89	11	0	98	2	0	99	1	0	97	1	2	0	0	0	96	4	0**
Becker	96	4	0	84	13	3	92	8	0	81	19	0	87	13	0	94	6	0	0	0	0	89	10	1
Blackshear	80	20	0	97	3	0	95	5	0	92	8	0	98	2	0	96	4	0	100	0	0	93	7	0
Brooke	84	16	0	96	4	0	79	21	0	80	20	0	91	10	0	100	0	0	0	0	0	88	12	0
Campbell	94	4	2	91	8	1	89	9	2	98	2	0	97	3	0	92	8	0	84	16	0	92	7	1
Govalle	97	2	1	87	6	7	97	2	1	97	3	0	100	0	0	100	0	0	0	0	0	96	2	2
Metz	100	0	0	94	6	0	88	12	0	93	7	0	97	3	0	88	12	0	89	11	0	93	7	0
Norman	100	0	0	91	9	0	91	7	2	94	6	0	91	9	0	100	0	0	0	0	0	95	5	0**
Oak Springs	89	11	0	91	19	0	91	9	0	79	21	0	81	19	0	93	7	0	0	0	0	86	14	0
Ortega	98	2	0	81	19	0	89	11	0	90	10	0	87	13	0	72	26	2	0	0	0	86	14	0**
Pecan Springs	91	9	0	86	13	1	100	0	0	98	2	0	100	0	0	99	0	1	0	0	0	96	4	0**
Sanchez	100	0	0	96	4	0	97	3	0	100	0	0	96	4	0	98	2	0	100	0	0	98	2	0
Sims	96	2	2	87	13	0	89	11	0	86	14	0	97	3	0	96	4	0	0	0	0	92	8	0**
Winn	99	1	0	93	7	0	97	2	1	100	0	0	98	2	0	97	3	0	0	0	0	97	3	0**
Zavala	95	5	0	82	14	4	86	14	0	93	7	0	89	11	0	100	0	0	0	0	0	91	8	1
Priority Schools	95	5	0	90	9	1	91	9	0	92	8	0	94	6	0	95	4	1	93	7	0	93	7	0**
Other AISD Elem. Schools	99	1	0	96	3	1	97	3	0	98	2	0	98	2	0	98	2	0	98	2	0	98	2	0**
All AISD Elem. Schools	99	1	0	95	4	1	96	4	0	97	3	0	97	3	0	97	3	0	97	3	0	97	3	0**

* Numbers are rounded to the nearest whole number.

** Percentage is greater than zero and less than 0.5.

PR = Promoted PL = Placed R = Retained

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Student Attendance Rates for the Priority Schools

The average student attendance rate for the original 16 Priority Schools has increased by 0.7 percentage points from 1986-87 to 1992-93. Average attendance at all AISD elementary schools has increased 0.4 percentage points during the same period.

Table 21 provides information on student attendance at the Priority Schools by school. The average attendance rate for Priority Schools (95.3%) is slightly lower than the average attendance rate for all AISD elementary schools (95.7%).

TABLE 21
PERCENT OF STUDENT ATTENDANCE FOR
1986-87 THROUGH 1992-93, BY SCHOOL

SCHOOL	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93
Allan	94.6	95.0	94.2	95.1	95.3	95.4	94.3
Allison	95.0	95.0	95.3	95.7	94.6	95.4	94.9
Becker	94.3	94.4	95.4	96.5	96.2	95.2	95.2
Blackshear	93.5	94.4	94.5	94.7	94.5	94.8	95.1
Brooke	94.3	94.3	94.6	96.1	95.9	95.3	95.4
Campbell	95.4	95.8	94.7	95.4	95.7	95.1	94.3
Govalle	94.4	94.5	94.3	95.6	95.1	94.9	94.0
Metz	95.7	96.5	97.2	96.9	96.7	97.3	96.8
Norman	95.5	95.5	95.5	95.9	95.6	95.6	96.0
Oak Springs	93.2	94.4	95.2	94.8	94.0	94.8	94.5
Ortega	94.6	95.8	95.9	96.9	96.6	96.0	96.0
Pecan Springs	95.2	95.9	94.8	95.3	94.9	95.3	95.5
Sanchez	95.6	95.6	95.7	95.9	95.6	95.6	95.8
Sims	95.4	95.4	95.2	94.6	94.6	95.1	93.8
Winn	94.1	95.2	95.3	95.5	95.9	95.7	95.8
Zavala	93.4	94.5	95.4	95.4	95.5	96.2	96.9
Priority Schools	94.6	95.1	95.2	95.6	95.4	95.5	95.3
All AISD Elementary Schools	95.3	95.3	95.1	95.9	95.8	95.8	95.7

STUDENT ACHIEVEMENT

During 1992-93, the District's application for ESEA Chapter 1 funds specified the following minimum achievement requirements for Chapter 1 students:

- any positive NCE gain in Reading Comprehension (ITBS/NAPT)
- any positive NCE gain in Mathematics Problem Solving (ITBS/NAPT), and
- over 50% of the following criteria (where applicable) referred to by the Texas Education Agency as Preponderance of Evidence (POE):
  - 50% passing rate in TAAS Reading in grade 4
  - Grade equivalent score of 1.6 in 1st grade ITBS Reading Comprehension
  - 5 percentile gain in Boehm-R Test of Basic Concepts for Kindergarten students
  - 5 standard score points gained in pre-kindergarten Peabody Picture Vocabulary Test scores

Table 22 shows the number of Chapter 1 schools for which each evaluation criterion was applicable, in addition to the number of schools which met each requirement.

TABLE 22
TEA EVALUATION CRITERIA

Criterion	Grades	# of Schools Required	# of Schools Meeting Requirements
ITBS/NAPT Reading Comprehension NCE gain	2-5	25	24
ITBS/NAPT Math Problem Solving NCE gain	2-5	11	5
TAAS Reading 50 passing	4	23	2
Promotion (98%)	All	25	23
ITBS Reading Comprehension GE of 1.6	1	24	6
Boehm-R Basic Concepts 5%ile gain	K	12	9
Peabody Picture Vocabulary 5 pt. gain	Pre-K	26	24

As Table 22 shows, almost all Chapter 1 Schools met the required gains in reading as measured by the normed referenced instruments in grades two to five. This indicates that although the Chapter 1 students, by definition, scored far below the national average in reading before the beginning of the school year, they made gains and improved their standing by the end of the year. These gains, however, were not enough to bring the students' performance up to grade level.

The poor performance of Chapter 1 first and fourth graders is another indication of this problem. Only 6% of Chapter 1 fourth grade students passed the TAAS Reading test, and only six out of the schools with Chapter 1 first graders met the POE requirement (see "first grade achievement" on page 24 for a full discussion).

Tables 23-26 summarize the evaluation results for Chapter 1 schools. The schools are listed under their District area designation. A more detailed summary of each school's evaluation results is included in Attachment 1.

Table 23
Chapter 1 Evaluation Summary
1992-93

Area 1	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			Preponderance of Evidence Criteria Met	Chapter 1 Improvement Plan Required?
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
Oak Springs	26.2	32.1	+5.9	////	////	////	50%	Y
Ortega	28.9	42.2	+13.3	44.3	42.9	-1.4	100%	Y
Zavala	28.8	35.1	+6.3	36.2	39.0	+2.8	80%	N
Norman	28.7	32.5	+3.8	35.1	34.2	-0.9	60%	Y
Wooldridge*	////	////	////	////	////	////	0%	Y
Wooten	29.2	34.8	+5.6	////	////	////	25%	Y
Walnut Creek	29.1	33.3	+4.2	////	////	////	50%	Y
Brown	29.7	31.1	+1.4	////	////	////	75%	N
Ridgetop	33.7	35.6	+1.9	////	////	////	75%	N

* Ch. 1 served 1st grade only.
** Ch. 1 served Pre-K only.

Table 24
Chapter 1 Evaluation Summary
1992-93

Area 2	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			Preponderance of Evidence Criteria Met	Chapter 1 Improvement Plan Required?
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
Allan	25.8	29.8	+4.0	////	////	////	67%	N
Brooke	27.1	38.3	+11.2	35.7	48.9	+13.2	60%	N
Houston	29.4	35.2	+5.8	////	////	////	50%	Y
Widen	23.6	30.0	+6.4	////	////	////	0%	Y
Blackshear	23.8	31.0	+7.2	34.0	34.3	+0.3	80%	N
Campbell	24.9	32.8	+7.9	36.0	37.8	+1.8	40%	Y
Sims	26.5	29.8	+3.3	36.8 *	31.8	-5.0	80%	Y

* Ch.1 served 1st grade only.
** Ch. 1 served Pre-K only.

Table 25
Chapter 1 Evaluation Summary
1992-93

Area 3	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			Preponderance of Evidence Criteria Met	Chapter 1 Improvement Plan Required?
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
Metz	28.3	30.3	+2.0	40.8	35.9	-4.9	60%	Y
Sanchez	28.7	31.9	+3.2	39.0	40.3	+1.3	40%	Y
Govalle	25.8	25.1	-0.7	////	////	////	33%	Y
Allison	25.6	32.8	+7.2	////	////	////	67%	N
Dawson	28.8	34.5	+5.7	////	////	////	50%	Y
Linder	23.7	33.0	+9.3	////	////	////	50%	Y

* Ch. 1 served 1st grade only.
** Ch. 1 served Pre-K only.

Table 26
Chapter 1 Evaluation Summary
1992-93

Area 4	NAPT: Reading Comprehension NCE			NAPT: Math Problem Solving NCE			Preponderance of Evidence Criteria Met	Chpater 1 Improvement Plan Required?
	Pre-test	Post-test	Gain/ Loss	Pre-test	Post-test	Gain/ Loss		
Becker**	////	////	////	////	////	////	100%	N
Andrews	26.8	33.9	+7.1	////	////	////	60%	N
Harris	25.0	31.2	+6.2	////	////	////	50%	Y
Jordan	25.3	25.8	+0.5	35.7	27.8	-7.9	40%	Y
Pecan Springs	27.5	28.5	+1.0	37.5	34.6	-2.9	60%	Y
Winn**	////	////	////	////	////	////	100%	N

* Ch. 1 served 1st grade only.
** Ch. 1 served Pre-K only.

Students Achievement at SWPs and Priority Schools

As is required by law, the evaluation of Chapter 1 programs focuses on the achievement gains of students who are "Chapter 1 eligible," (i.e., those who scored below the 31st percentile before they were served). At schoolwide projects and Priority schools, however, the Chapter 1 plan specifies serving all students. Therefore, it was important to examine the achievement gains of all students at SWPs and Priority schools.

Tables 27-31 summarize the average ITBS/NAPT Reading Comprehension and Math Total gains for students at each SWP and Priority school. Gains are provided for four groups of students at each campus:

1) overall gains for all students,
2) gains for the Chapter 1-eligible population,
3) gains for students who scored above the 30th percentile on the tests, and
4) gains for students who scored in the top quartile (above the 75th percentile).

The gains are reported in grade equivalent (GE) months. The national average GE gain in a school year is 10 months. Results are mixed for different campuses. At some schools (Govalle, for example) the gains are below the national average across all groups of students. At other campuses (Brooke, for example) the gains are higher for the Chapter 1 population than for any other group.

Students in the top quartile, however, had a consistent pattern of making higher gains in mathematics than in reading. Overall, the gains for this highest achieving group of students are not impressive. Differences in these students' scores in reading comprehension from spring '92 to spring '93 range from a low of -5 months (indicating that the these students performed at a higher level compared to the national norming group in spring '92 than in spring '93) to a high of 12 months (two months greater than the national average gain). In mathematics, the differences ranges from 6 months (4 months less than the national average gain) to 17 months (7 months more than the national average gain).

More detailed results on the performance of students at SWPs and Priority Schools are reported in Attachment 2. The Attachment provides grade-level information on the Spring '92 and Spring '93 grade equivalent scores of students in different achievement categories.

TABLE 27

1991-92 and 1992-93 Schoolwide Project ITBS/NAPT Average Gains in Months for Grades 2-6 in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Andrews	Reading Comprehension	10	10	9	13
	Math Total	9	7	10	14
Blackshear	Reading Comprehension	8	10	3	- 5
	Math Total	9	8	8	6
Brooke	Reading Comprehension	11	13	10	5
	Math Total	13	12	13	10
Campbell	Reading Comprehension	9	11	6	.05
	Math Total	11	11	9	10
Metz	Reading Comprehension	7	8	5	- 3
	Math Total	9	8	10	13
Ortega	Reading Comprehension	11	14	8	7
	Math Total	12	13	10	11

1991-92 and 1992-93 Schoolwide Project ITBS/NAPT Average Gains in Months for Grades 2-6 in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Sanchez	Reading Comprehension	7	9	5	6
	Math Total	11	11	12	15
Pecan Springs	Reading Comprehension	7	7	8	6
	Math Total	8	7	9	11
Sims	Reading Comprehension	6	8	4	- 5
	Math Total	4	6	5	13
Zavala	Reading Comprehension	11	11	9	11
	Math Total	10	9	9	14
Norman	Reading Comprehension	8	8	7	6
	Math Total	7	6	7	9
Jordan	Reading Comprehension	7	7	6	.05
	Math Total	5	3	6	7

TABLE 28
1991-92 and 1992-93 Priority School ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Allison	Reading Comprehension	8	9	8	7
	Math Total	11	9	12	14
Becker	Reading Comprehension	8	8	8	9
	Math Total	8	7	8	11
Blackshear	Reading Comprehension	8	10	3	- 5
	Math Total	9	8	8	6
Brooke	Reading Comprehension	11	13	10	5
	Math Total	13	12	13	10
Campbell	Reading Comprehension	9	11	6	.05
	Math Total	11	11	9	10
Govalle	Reading Comprehension	7	7	8	4
	Math Total	7	6	8	9

TABLE 28
1991-92 and 1992-93 Priority School ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Metz	Reading Comprehension	7	8	5	- 3
	Math Total	9	8	10	13
Oak Springs	Reading Comprehension	8	9	6	4
	Math Total	6	7	7	10
Ortega	Reading Comprehension	11	14	8	7
	Math Total	12	13	10	11
Sanchez	Reading Comprehension	7	9	5	6
	Math Total	11	11	12	15
Pecan Springs	Reading Comprehension	7	7	8	6
	Math Total	8	7	9	11
Sims	Reading Comprehension	6	8	4	- 5
	Math Total	4	6	5	13

TABLE 28
1991-92 and 1992-93 Priority School ITBS/NAPT
Average Gains in Months for Grades 2-6
in Reading Comprehension and Math Total

		All Students	(≤30th %ile)	(>30th %ile)	(≥75th %ile)
Allan	Reading Comprehension	8	7	10	4
	Math Total	10	9	12	17
Zavala	Reading Comprehension	11	11	9	11
	Math Total	10	9	9	14
Norman	Reading Comprehension	8	8	7	6
	Math Total	7	6	7	9
Winn	Reading Comprehension	8	8	9	12
	Math Total	7	6	9	11

INSTITUTIONS FOR THE NEGLECTED OR DELINQUENT YOUTH

Eight institutions for the neglected or delinquent youth (N or D) received Chapter 1 funds to serve 1,185 children who resided in AISD's attendance areas. These grants were used to pay teacher assistants and tutors at six of the N or Ds. The institutions also used their allotments to purchase computers, printers, calculators, books, instructional materials, cassette tapes, and/or workbooks. The number of students served at each site ranged from 26 to 660. Length of service for each student ranged from one day to the entire school year.

Key demographics for students served at N or Ds in 1992-93 are summarized in Table 29 below.

TABLE 29
ETHNICITY AND GENDER OF N OR D STUDENTS BY INSTITUTION
N = 1,185

INSTITUTION	NATIVE AMERICANS	ASIAN	AFRICAN AMERICAN	HISPANIC	ANGLO	MALE	FEMALE
Better Roads	0	0	5	3	18	19	7
Junior Helping Hand	0	0	5	5	18	15	13
Settlement Club Home	0	0	10	3	29	0	42
Gardner-Betts	0	3	260	283	114	569	91
Spectrum	0	0	58	54	95	101	106
Travis County Youth Shelter	0	0	37	48	16	101	0
Turman House	0	0	41	26	21	88	0
Mary Lee	0	0	10	8	15	13	20
TOTALS	0	3	426	430	326	906	279

The eight N or Ds can be categorized as:

- A Texas Youth Commission halfway house (Turman House);
- A County juvenile detention center (Gardner-Betts);
- A home for wards of the State (Mary Lee School);
- An emergency shelter affiliate of Middle Earth Unlimited, Inc. (Spectrum); and
- Four residential treatment facilities (Settlement Club Home, Travis County Youth Shelter, Junior Helping Hand Home, and Better Roads Group Home).

Placements were made because of delinquency, abuse, neglect, and/or emotional and behavioral problems. Two sites sent all students to AISD schools; one had a self-contained class but sent some students to AISD schools; one had an educational program in the facility; and four sent some students to AISD while others participated in GED or vocational programs. The ages of the residents ranged from 7 to 22, and five of the facilities were co-educational.

Because Chapter 1 is a supplementary education program, the focus was on improving students' academic skills and reducing the risk of school failure and early withdrawal. The diverse needs of the students led the staff at the N or Ds to approach educational improvement with varying emphasis. Two focused on preparing the youths to become more productive and employable members of society, another concentrated on improving self-esteem, and others strove to instill acceptable behaviors.

The N or Ds did not report any problems connected with the Chapter 1 program. All eight institutions accomplished the goals they set for themselves for the 1992-93 school year.

NONPUBLIC SCHOOLS

St. Mary's Cathedral School was the only nonpublic school that participated in the Chapter 1 program. Forty-eight students, grades Pre-K through 8 were served. Chapter 1 funded a computer-assisted instruction lab and a half-time computer lab technician for the eligible Chapter 1 students enrolled at St. Mary's.

Key demographics for the nonpublic school students are shown in Table 30.

TABLE 30
DEMOGRAPHICS OF CHAPTER 1
NONPUBLIC SCHOOL STUDENTS
N = 48

		GENDER		ETHNICITY			
NO. SERVED	GRADE	MALE	FEMALE	ASIAN	AFRICAN AMERICAN	HISPANIC	WHITE
7	PK	4	3	0	2	4	1
5	K	3	2	0	2	2	1
5	1	2	3	1	0	4	0
6	2	2	4	0	1	3	2
6	3	2	4	0	1	4	1
5	4	3	2	0	1	3	1
3	5	2	1	0	0	3	0
4	6	1	3	0	1	3	0
5	7	2	3	1	1	3	0
2	8	1	1	0	0	2	0

PROGRAMS NEW TO CHAPTER 1

Extended Day - Walnut Creek Elementary School

In the extended day program at Walnut Creek Elementary, designated at-risk students receive instruction in reading, mathematics, and writing twice a week for an additional 90 minutes of instruction. Students are referred on the basis of grades, test scores, and teacher referrals. Cross-age tutoring and instruction in Spanish and Vietnamese are also offered in the extended day program.

Help One Student to Succeed (HOSTS) - Ortega Elementary School

Help One Student To Succeed (HOSTS) is a structured mentoring program in which volunteers tutor second, third, and fourth grade students in language arts. Students are selected for HOSTS through evaluation of standardized test scores (below the 45 percentile in reading), a teacher administered test, teacher recommendation, and space available. Volunteers who are recruited by the HOSTS coordinator meet with students on the same day each week throughout the year for 30 minutes to an hour in order to establish a continuing relationship with their students.

The HOSTS program coordinator writes individual lesson plans and completes educational testing for the students. Volunteers are then able to assist students with an ongoing instructional plan.

Content Mastery - Allan, Brooke, and Sims Elementary Schools

The Content Mastery Program is designed to assist learning disabled students in achieving their maximum potential in the mainstream classroom. Content Mastery uses a collaborative approach in which special education teachers work with regular education teachers to match the demands of the class with the skills of the student. Students are identified for Content Mastery through teacher recommendation and diagnostic testing.

Students using this service receive grade level instruction and assignments in the regular classroom, and may go to the lab for help with classroom work, if needed. The format of the assignment is modified (large print, shortened length, etc.) to meet the child's special needs while retaining the content of the instruction. Computers are sometimes used as learning tools.

Year-Round School Program - Sanchez Elementary School

Sanchez Elementary is involved in a three-year experiment on year-round education in AISD. The school year revolves around a 60/20 schedule (60 days in school and 20 days out) in contrast to the nine months of school with the summer off. The breaks between the 60-day sessions are called inter sessions. During each inter session a 10-day Sanchez Aztec Academy is provided for students who are falling behind in achievement. Reading, writing, and mathematics are taught in the Academy through the use of common themes.

Higher Order Thinking Skills (HOTS) - Brown and Harris Elementary Schools

Higher Order Thinking Skills (HOTS) is a general thinking skills program designed primarily for Chapter 1 and mildly learning-disabled students in grades 4-7. The program strives to enhance basic and social interaction skills. HOTS represents a new approach to compensatory education. Instead of reteaching the information the students did not previously learn, HOTS encourages the development of the types of thinking strategies that students need in order to learn new material the first time it is taught in the classroom.

Reading Recovery

The Reading Recovery Program is an early intervention effort to reach those first-grade students who are having the most difficulty in learning to read (the lowest 20% in reading skills). The program was developed by New Zealand child psychologist and educator Marie Clay. It is based on the premise that early, high-quality help has the greatest potential for lasting impact and for reducing the need for continued compensatory help.

The program provides temporary help so that children can develop skills for learning independently. Reading Recovery is a pull-out program that takes the child out of the classroom for 30 minutes each day for individual tutoring. This supplementary program is based on 1-to-1 instruction for 12 to 20 weeks.

Initial training for teachers takes one academic year, but Reading Recovery teachers and Teacher Leaders begin to work with children immediately. Reading Recovery Teacher Leaders spend one year at a college campus training in the program before training other teachers.

Two teachers from the District were trained during the 1992-93 school year to become Reading Recovery Teacher Leaders, one funded by Chapter 1 and the other by Chapter 2. This full-time academic-year training program took place at Texas Woman's University in Denton, Texas. The training consisted of 18 hours of graduate level courses during the fall 1992 and spring 1993 semesters.

In an ORE interview with the two teachers who received the Reading Recovery Leader Training, both expressed that they thought the training was effective. The effectiveness of their training cannot be evaluated until the program is fully implemented in 1993-94.

The 10 AISD Reading Recovery teachers funded by Chapter 1 during the 1992-93 school year were trained by Round Rock ISD Teacher Leaders. Round Rock ISD was in its second year of implementation.

Reading Recovery teachers served 62 first-graders at 10 Chapter 1 schools in 1992-93 (Andrews, Brooke, Govalle, Harris, Linder, Metz, Ortega, Widen, Wooldridge, and Zavala). The teachers who responded to survey questions about Reading Recovery were very positive about the program. The majority agreed that the program was effective, that they used the reading strategies with their other students, and that they would like to have other Reading Recovery teachers at their school.

During the 1993-94 school year, the two AISD Teacher Leaders will train 24 first grade teachers in 11 additional elementary schools (Allan, Allison, Blanton, Jordan, Oak Hill, Reilly, Ridgetop, Sanchez, Travis Heights, Walnut Creek, and Wooten).

Writing to Read - Blackshear Elementary School

Writing to Read is a program designed to teach kindergarten and first grade children to write anything they can say, and then read what they have written. This learning system is delivered in a laboratory setting called the Writing to Read Center. The children attend the Center with their classroom teacher for one hour a day and participate at the various learning stations. The five learning stations are Computer Station, Work Journal Station, Listening Library Station, Writing/Typing Station, and Make Words Station.

Computer Curriculum Corporation (CCC) - Norman, Pecan Springs, and Oak Springs Elementary Schools

Computer Curriculum Corporation (CCC) is an integrated learning system using computers to enhance learning skills. Students work at their own pace. The CCC instructional system is designed to be set up quickly by CCC and managed by an aide without requiring computer expertise. The entire class goes to the lab at a scheduled time daily. The CCC course covers mathematics, reading, and language skills thoroughly from the primary through the secondary levels.

OBSERVATIONS

During the 1992-93 school year, 208 classroom observations of students in grades 2 and 5 were conducted in all 67 of the AISD elementary schools. Samples of high and low achieving students were selected at random from among Chapter 1 and non-Chapter 1 schools.

Nine Chapter 1 and other ORE staff observers were trained to use a locally developed systematic observation instrument (the Pupil Activities Record-Revised, PAR-R). The PAR-R was designed to record the activities of the randomly selected students for an entire school day. It employs a time sample which requires the observer to make five determinations at the end of each minute of observation regarding subject area of instruction or activity, size of the instructional group, person(s) delivering instruction, place of instruction, and mode of instruction.

Observation data on the 208 second and fifth graders were recorded on machine-scoreable sheets. Data were coded, compiled, and analyzed in order to make comparisons among the activities of different groups of students. The 1992-93 observation data were compared with data collected in 1980-81 and 1985-86 observations.

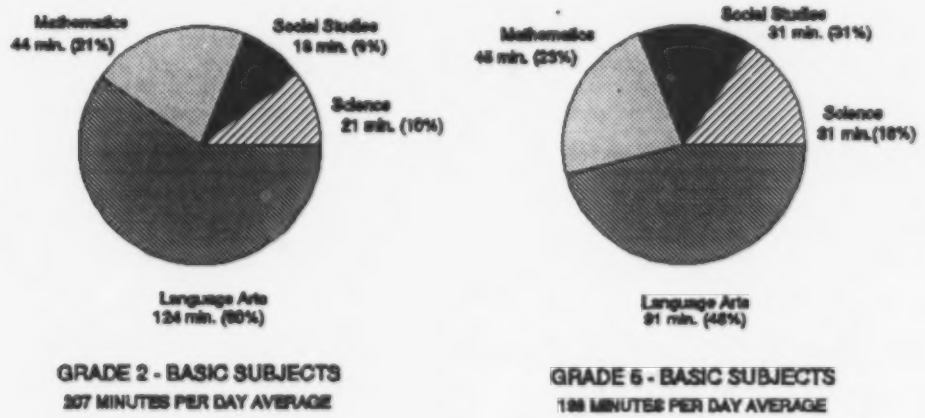
Overall, the activities of low achievers and high achievers are very similar.
Analyses of data indicate that:

- Students on the average are in contact with their classroom teacher 48% (grade 2) and 42% (grade 5) of the time.
- As noted in previous years, grade 5 students received less language arts instruction than did grade 2 students.
- Group size was between 1 and 5 for language arts 55% of the time and mathematics 50% of the time. The Chapter 1 and non-Chapter 1 schools are very similar in group size. In science and social studies, the group size was most likely to be whole class instruction rather than smaller group sizes.
- The use of computers has greatly increased with the advent of computer labs in all of the AISD elementary schools. Across all groups, students averaged five minutes/day on a computer. Chapter 1 schools were more likely to have computer-assisted instruction than were non-Chapter 1 schools. Low achievers received an average of four minutes per day more computer time than did high achievers.
- The predominant mode of instruction was lecture, with students using the listening mode 45% of the time. Writing was the predominant mode of instruction 22% of the time followed by reading 21% of the time.
- Summary of the teacher's classroom observation reaction forms indicated: 71.6% of the time the observations were at a convenient time; 70.3% of the time the classroom situations were representative of the class; and, 90.5% of the time the observer did not detract from the classroom activities.

Basic Skills Instruction

Basic skills instruction comprised the majority of the school day for grades 2 and 5. Basic skill subjects include language arts, mathematics, social studies, and science. Other subjects include art, music, P.E., and extended P.E. The amount of time per day students spent in basic skills instruction is 3 hours and 27 minutes in grade 2, and 3 hours and 18 minutes in grade 5. At grade 2, more time was spent in language arts (2 hours and 4 minutes) than at grade 5 (1 hour and 31 minutes). Second grade students received less time learning social studies (18 minutes at grade 2, and 31 minutes at grade 5), and science (21 minutes at grade 2 and 31 minutes at grade 5), than did fifth grade students. The amount of time spent in basic subjects for grades 2 and 5 are found in Figure 8.

FIGURE 8
BASIC SKILLS INSTRUCTION AVERAGE MINUTES PER DAY IN 1992-93



Other Instruction

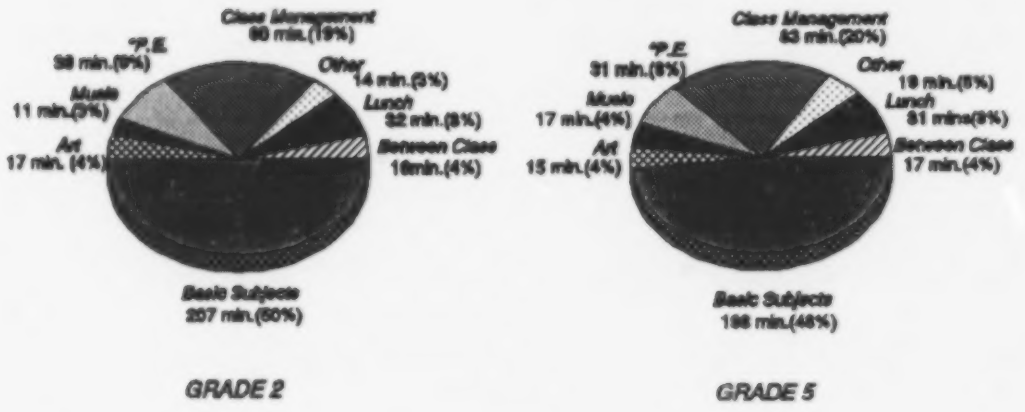
Elementary students also receive required instruction in music, art, and physical education. These classes are taught by specialist teachers other than the classroom teacher. In addition, students also learn about current topics such as Black history, library use, fire prevention, drug abuse (Drug Abuse Resistance Education), and gang activities. These areas of instruction are labeled "Other" instruction in Figure 9. Children's experiences at elementary schools with and without compensatory programs were found to be very similar in regard to time for instruction in these subjects.

When they are not receiving instruction in basic skills, art, music, P.E., or other topics, students are either eating lunch, waiting between classes in the hall, playing on the playground, or involved in classroom-management activities.

Non instruction activities such as lunch, between class, and classroom management required an average of 31% of the school day for both grade 2 and grade 5 students. Basic skills instruction composed 50% of the day's activities in grade 2, and 48% in grade 5. Other instruction including art, music, P.E., and other current topics, accounted for an average of 19% of the school day for both grades.

There were few differences between Chapter 1 and non-Chapter 1 schools, and few differences between high achievers and low achievers. Average minutes per school activities of second and fifth grade students are shown in Figure 9.

FIGURE 9
SCHOOL ACTIVITIES AVERAGE MINUTES PER DAY IN 1992-93
GRADES 2 AND 5



* P.E. includes both regular and extended P.E.

Classroom Management

Classroom-management activities are grouped into five subcategories: (1) when the teacher stops instruction to gain class control, (2) when the student is involved in clean-up, (3) when the teacher is giving directions, (4) when the student is making a transition from one activity to another or waiting for the teacher to start a new activity, and (5) when the student is not receiving instruction for some other reason beyond the student's control.

In 1992-93, an average of 1 hour and 21 minutes of the school day was spent in classroom management activities. Transition time spent in such things as getting out books represented 32% of this management time. The "other" category for such things as announcements and bathroom visits represented another 54% of the management activities. Class control, directions, and clean-up comprise the remaining small amount of management time. Time spent on classroom management activities is shown in Table 31.

TABLE 31
CLASSROOM MANAGEMENT
GRADES 2 AND 5

CLASSROOM ACTIVITY	AVG. # OF MINUTES/DAY
CLASS CONTROL	1
CLEAN-UP	1
DIRECTIONS	10
TRANSITIONS	26
OTHER	43

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Longitudinal Comparisons

Data collected on the 1992-93 observations were compared with the two previous student observations completed in 1980-81 and 1985-86, to determine average minutes per day by subject for grades 2 and 5. The school day was lengthened by 30 minutes in 1985-86. The 1985-86 observations showed that the majority of that time was used for basic instruction with a 23 minute increase in grade 2, and 38 minutes in grade 5. In 1992-93, the average time spent in basic skills (with the exception of grade 2 social studies) decreased in both grades 2 and 5, even though the length of the school day was the same. P.E. time has increased above the 1980-81 and 1985-86 levels. While basic skills instruction decreased from 1985-86 to 1992-93, the current total basic skills instruction time is still above the 1980-81 level. Comparisons of time spent in basic skills and total instruction for the three years are shown in Table 32.

TABLE 32
AVERAGE MINUTES PER DAY BY SUBJECT FOR GRADES 2 AND 5
1980-81, 1985-86, AND 1992-93

SUBJECT	GRADE 2			GRADE 5		
	1980-81	1985-86	1992-93	1980-81	1985-86	1992-93
Language Arts	135	134	124	109	102	91
Mathematics	35	48	44	44	52	45
Science/Health	12	23	21	16	42	31
Social Studies	10	13	18	24	38	31
Music/Art	25	38	28	26	35	32
PE*	22	29	36	29	23	31
Undetermined Basic Skills.	3	0	7	3	0	7
Total Basic Skills	195	218	214	196	234	205
Total Instruction	242	285	278	251	292	268

* P.E. includes regular and extended P.E.

Time On-Task

There is a direct correlation between time on-task and student achievement. The time students are attentive to their school work is called on-task time. On-task or off-task was determined in basic skills subject areas only, and required that a judgement be made by the observer concerning the students' attentiveness to the task-at-hand. The average time on-task for grade 2 students increased from 92% in 1985-86 to 93% in 1992-93, but was below the 1980-81 percentage of 96%. Time on-task for grade 5 students increased from 91% in 1985-86 to 92% in 1992-93, which is equal to the 1980-81 percentage.

Analysis of observation data indicated that time spent on-task was very similar among subject areas. Averaged across both grades, 92% of the students were on-task for language arts and 94% were on-task for mathematics. Time on- and off-task percentages are presented in Table 33.

TABLE 33
PERCENTAGE OF ON/OFF TASK TIME DURING BASIC SKILLS INSTRUCTION
(1980-81, 1985-86, 1992-93)

	GRADE 2			GRADE 5		
	80-81	85-86	92-93	80-81	85-86	92-93
On-Task	96%	92%	93%	92%	91%	92%
Off-Task	4%	8%	7%	8%	9%	8%

In summary, observation data have provided some valuable information about what students are doing in the classroom. Basic skills instruction time has shown a decline from 1985-86 to 1992-93, and made up an average of 49% of the school day. Non instruction activities accounted for 31% of the school day, while other instruction involved 19% of the school day. P.E. time has increased in spite of the decreased time in basic skills instruction. Students spent an average of 93% of their basic skills instructional time on-task. However, with the strong relationship between time spent on basic skills subjects and student achievement, it would be a worthwhile effort to explore ways in which more than the current 48-50% of the school day could be devoted to these instructional activities.

CHAPTER 1 MIGRANT SERVICE

A total of 124 migrant students in grades 6-12 were served by the Chapter 1 Migrant Supplementary Reading Instruction Component in 1992-93. This total includes students served by Chapter 1 Migrant teachers and tutors. In 1992-93, there were a total of 510 eligible migrant students attending AISD schools.

Chapter 1 Migrant teachers are employed at three AISD secondary schools. Three teachers served 53 students at Austin High School, Johnston High School, and Porter Middle School. This represents 10.4% of the eligible AISD migrant students.

The Chapter 1 Migrant tutoring program was implemented three years ago in schools with large concentrations of migrant students--Austin High School, Evening High School, Travis High School, Fulmore Middle School, and Mendez Middle School. In 1992-93, five tutors provided 1,154 hours of service to 71 migrant students (13.9% of the eligible students).

In addition, 54 of the 510 eligible migrant students attended 11 Priority Schools which provided schoolwide Chapter 1 services to elementary students. This represents 10.6% of the total eligible AISD migrant population.

Table 34 below indicates an increase in the number of eligible migrant students enrolled in AISD in 1992-93, which follows a declining number for the previous three years. The number of secondary students (124) receiving Chapter 1 Migrant Supplementary Reading service in 1992-93 is the smallest number since 1987-88.

TABLE 34
SECONDARY MIGRANT STUDENTS SERVED BY CHAPTER 1 MIGRANT SUPPLEMENTARY READING INSTRUCTION, 1987-88 THROUGH 1992-93

	1987-88		1988-89		1989-90 *		1990-91		1991-92		1992-93	
	#	%	#	%	#	%	#	%	#	%	#	%
Served	186	28	138	24	170	36	175	52	128	32	124	24
Not Served	478	72	441	76	305	64	161	48	278	68	386	76
Total Eligible	664	100	579	100	475	100	336	100	406	100	510	100

* In 1989-90 the tutoring program began. Data for 1989-90 through 1992-93 includes migrant students instructed by teachers or tutors. Prior years reflect students taught by teachers only.

Of the 124 secondary migrant students who were served by a Chapter 1 Migrant teacher or tutor:

- 52% were male, and 48% were female;
- 99% were Hispanic;
- 27% middle schools;
- 73% attended high schools;
- 83% were served in a pullout setting;
- 21% were served in a combination of pullout and other methods; and
- 35% attended summer school funded by Chapter 1 Migrant funds.

OTHER PROGRAM COMPONENTS

The Parental Involvement Component

A school district receiving Chapter 1 and Chapter 1 Migrant funds is required to inform parents about the programs and get their input on any proposed changes. Chapter 1 and Chapter 1 Migrant parents indicated, as in the past, that Parent Advisory Council (PAC) meetings were their preferred mode of participation.

Chapter 1/Migrant evaluation staff added a questionnaire to the data-gathering procedures used in determining the effectiveness of the component. The questionnaire, PAC records, and a staff interview were used for the following reasons:

- The Austin Independent School District implemented the Vertical Team Organization in 1992-93. This organizational format is indicated as follows:
  - The Parent Involvement program shifted to the School Support, Guidance/Counseling, and Visiting Teachers vertical team;
  - Relocation of the Parental Involvement Representatives (PIR) from the component's central office to campus sites; and
  - The PIRs began to attend the Parent Training Specialists planning/sharing meetings.

PAC Meetings

Each year the Parental Involvement Specialist's office is asked to forward copies of PAC meeting records to the Chapter 1/Migrant Evaluation Component (ORE). The records were reviewed and tallied to determine attendance, number, and content of these meetings.

The documentation of PAC meetings shows the following:

TABLE 35
PAC Meetings: Activity and Attendance Data

	CHAPTER 1 REGULAR						CHAPTER 1 MIGRANT					
ACTIVITIES	NUMBER OF MEETINGS			ATTENDANCE*			NUMBER OF MEETINGS			ATTENDANCE*		
	90-91	91-92	92-93	90-91	91-92	92-93	90-91	91-92	92-93	90-91	91-92	92-93
Districtwide	7	4	1	89	71	14	7	3	1	58	15	22
Orientation	6	8	1	137	191	40	0	0	0	0	0	0
Planning Sessions	1	1	2	26	4	21	1	3	3	9	8	44
Workshops	5	4	0	93	83	0	2	3	0	28	16	0
TOTALS	19	17	4	345	349	75	10	9	4	95	39	66

*Attendance = Duplicated Counts

Parental Involvement Specialist's (PTS) Interview

The Parental Involvement Specialist's Interview conducted in Spring 1993 indicated the following component activities:

- The specialist worked with PAC presidents and parents in eight PAC meetings (see Table 35);
- Carried out MegaSkills training sessions and published a newsletter as part of the parent program component's activities (in supplementary schools);
- Met with Chapter 1 Regular and Migrant PAC officials in Executive PAC meetings;
- Organized and staged a Districtwide Parent Fair and Program Showcase with more than 200 parents in attendance and incorporated the service of 12 Parent Training Specialists as facilitators;
- Hosted the Thirteenth Annual Texas Parent Coordinating Council, using PTSs and PIRs as conference workers and presenters;
- Provided funding for PAC representatives and PIR staff to attend local, State, and national conferences; and
- Worked with the Chapter 1 Migrant Instructional Coordinator, MegaSkills facilitator, and the Chapter 1 Parent Training Specialists in a support role, as facilitator and presenter.

The Effect of Vertical Team Organization on the Component

- When asked what effect the new organization had on the component's effectiveness, both positive and negative responses were given as follows:

  The positive points were:

  1) It provided an avenue to identify school staff needs and a means of providing that service directly to the staff, and

  2) It also simplified and expedited the communication process. Data are given to one staff member who will in turn transmit to a much larger group.

  The negative points were:

  1) Significant loss of communication with program staff, which in turn affected the number of meetings and workshops the component was able to sponsor. See Table 35.

Parental Involvement Representative Questionnaire

The Questionnaire forwarded to the Parental Involvement Representatives (PIRS) and Parent Training Specialists was designed to be applicable to both groups in reporting current and future activities involving parents, community, or other PIRs and PTSs at their campus; the strengths/weaknesses perceived in the implementation of the parent/community component's implementation; and any role modifications necessary under the Vertical Team Organization.

The following is a summary of the responses of the three PIRs to the questionnaire (the number of PIRs reporting each activity is listed in parentheses):

Activities held or scheduled at each campus to involve parents included:

- Direct/indirect contact with parents through home visits, telephone calls, or radio (all 3),
- Educational workshops (3),
- Periodic or once per month parent and child luncheon activities (2),
- Back-to-School Night (1),
- Cultural Awareness Program (1), and
- Health Fair (1).

The PIRs listed the following activities which involved parents and community (i.e., Adopters, Volunteering, etc.) as planned or occurring at their campus:

- PTA meetings (all 3), and
- Positive Action Store and Volunteer Appreciation Luncheon (1).

The activities most often reported by Parental Involvement Representatives as requiring a joint effort by PIRs and of PTSs:

- MegaSkills co-presentations (Spanish translations were 8 of the 13 co-presentations given by the three PIRs), and
- Participation as presenters or facilitators in a state conference (2).

The PIRs participated in the following job-related activities:

- School staff meetings (all 3),
- Securing social and medical services for eligible students (3), and
- Attending regular and executive PAC meetings (3).

Strengths and Areas in Need of Improvement

PIRs mentioned the following strengths:

- Chapter 1 Migrant monthly staff meetings (1)

- Personal growth through attendance and participation in conferences/professional workshops (2)

The lack of "Chapter 1 supervisory-inspired directions" was the area cited by all three as needing improvement.

Vertical Team Organization

PIRs reported that role modifications were not necessary in the transition to the Vertical Team Organization because PIRs are not required under the current job description to initiate or be accountable for certain activities away from the component's central office. The activities and job descriptions are mostly dictated by the principals.

Parental Community Involvement Component

The strong Parental-Community Involvement Component, a part of the original Priority Schools' Plan for Educational Excellence, offers activities which encourage parents and community members to become involved with the schools and to volunteer as role models, tutors, and speakers. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication among schools, homes, and communities is fostered and improved.

There are 17 Parent Training Specialists (16 at elementary schools and one at a middle school) in the District. They are part of the School Support Services Vertical Team Organization.

The Parent Training Specialists (PTSs) were asked to forward an individual summary of their activities from September 1992 through January 1993 to the Director of School Support Services. A second, brief summary was due in May 1993. A review of these summaries in conjunction with the Parent Training Specialists and Parental Involvement Representatives Questionnaire showed the following activities (number of PTSs reporting each activity is also listed):

Parents on Campus

- MegaSkills training sessions for parents, school staff, and other interested community members (all 17);
- Regular hands-on workshops or workshops combined with other community/civic organizations such as, Make It/Take It, Resume Writing, Parents of Gifted Students, PTA, DARE, Child and Family Services, etc. (all 17);
- Direct or Indirect Contact through home visits, telephone calls, newsletters, radio, parent network, etc. (all 17);
- Grade level meetings among parents, teachers and PTS (8 of 17); meetings at intermediate and secondary-grade levels concerned physical and academic transition, drugs, etc. (six of the eight meetings); the other two meetings were at the primary grade levels; and
- TAAS workshops (4 or 17).

PTSs used a variety of incentives, coupled with "documented" voluntary-enlistment to encourage parental attendance and participation. The most popular and successful incentives were color TV give-away, school store coupons, and free or reduced-price meals at meetings.

Parents and Community

The number of adopters ranged from 3 to 45. The total number of adopters was 195. The total number of community volunteers and hours were 2,077 and 33,143, respectively. The total number of school staff and parent volunteer hours were 84 and 4,050, respectively.

Activities occurring or planned reported by the 17 PTSs were:

- Parent volunteers (in-school banking, aides, classroom monitor/aide, chaperons, etc.) and Volunteers and Adopters Appreciation Activities (all 17);
- PTA Fundraisers (16);
- Track and Field (15);
- Cultural arts, drama, dance, etc. (14);
- Family and Special Family days/nights (13);
- PTA meetings (12);
- Mentor/Tutoring services through Community Tutoring programs, colleges, and universities (10);
- Open House and Back-to-School Night/Day which included a picnic, and evening meals (8);
- Principal, Staff, and Parent Coffees (6);
- Science Fair, Field Trips, Super Star Luncheons, Boy/Girl Scout activities, PTS sponsored fundraisers (4);
- PTA membership Drive (3); and
- Healthfest, Octoberfest, Intermediate, sixth grade, Banquet, Awards Day, Voter Registration, Attendance Awards, school-sponsored policing project (each reported by PTS).

Joint Efforts by PTSs and PIRs

The Parent Training Specialists indicated that the following activities involving other PTS or Parental Involvement Representatives occurred most often at their campus:

- Building Bridges for Student Success, a Parent Fair and Programs Showcase (16);
- PTS monthly meetings (14);
- Texas Parent Coordinating Council, a conference held in Austin, (12);
- Meetings with Austin Interfaith, an organization of churches operating as a single "stakeholder" within the geographical area of AISD, entitled to participatory management privileges, as assured in AISD's Strategic Plan, 1992-1997 (5); and
- PAC meetings and cross-training sessions (2).

Strengths/Weaknesses in the Component's Implementation

The following strengths were mentioned most often by the 17 PTSs:

- Excellent parental and community volunteer participation; communication with and services from volunteer, medical, dental, educational, and social agencies or organizations (all 17);
- Input from PTAs and Faculty (14);

- Positive parental attitudes (9);
- Direct and indirect communication with parents (8);
- Parental participation in SBI as elected representatives, and PTS serving on SBI Leadership teams and in-school boards (4);
- Special workshops, including kindergarten parents (3);
- Inclusion of Pre-k students in Vision and Hearing testing, and parents' participation in local conference forums (2 each); and
- Parenting workshops, adaptation of MegaSkills presentation to a shorter version, training parents to become MegaSkills Leaders at school sites, and retired teachers working as volunteers (1 each).

The areas mentioned most often needing improvement were:

- Teacher referrals which require direct or indirect time-consuming contact with students' parents (17);
- MegaSkills' lack of adequate materials and variety, academic inappropriateness to grades 2-8, excessive paper work, and evaluation sheet that are inappropriate for some Spanish-speaking populations (10); and
- Parental apathy (3).

Vertical Team Organization

When asked if role modifications were necessary in the transition to the Vertical Team Organization, the PTSs were in unanimous agreement that no major modifications were warranted.

Most (12), quoted positive experiences such as monthly informative Brown Bag Lunches across all grade levels (pre-K to 12), gaining secondary students as Adopters, and holiday treat exchanges.

A few (3), quoted minor difficulties with adaptation of materials, MegaSkills in particular, to parents of intermediate and secondary students. The increase in the number of meetings which required their attendance was also mentioned by one PTS.

Other Findings

Review of the data generated by the questionnaire, and summaries of meeting minutes indicated the following additional information:

Finance

1. Data on the Student Banking program, introduced in the 1992-93 school year, revealed:
   - Five local banks/lending institutions were among the District's Adopters;
   - Five of the original Priority Schools participated in the Student Banking Program;
   - Five of the PTSs trained volunteer parents as data entry clerks;
   - The Internal Revenue Service became a Districtwide Adopter;

- The Priority Schools received a total of $100,718.00 in cash contributions from Adopters; and
- The Priority Schools received $159,419.00 in in-kind contributions.

2. Personal growth and initiative
   - All 17 PTSs perceived attendance, enrollment, and registration in the following activities as positive growth and initiative factors:
     - Staff development
     - Conferences
     - Austin Community College
     - Texas Education Commission, and
     - Region XIII workshops
   - Two PTS co-authored a section in the Strategic Plan 1992-97 booklet (Reaching Out to Parents), and helped to implement Adult Literacy Classes, (one local and the other districtwide);
   - Administered summer school, taught, or received a patent for the invention of the Rainbow Safety Rope, which went on the consumer's market in January, 1993 (1 each).

The Migrant Student Record Transfer System (MSRTS) Guidelines

The Migrant clerk indicated that the MSRTS guidelines were followed in performance of the following duties:

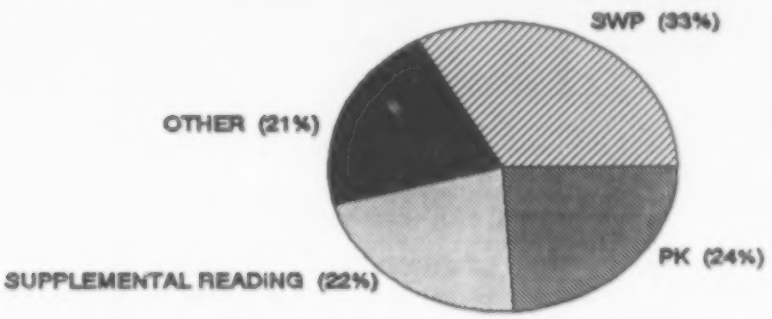
- Keeping the eligibility data, educational, and log records in a computerized file which received a citation of "excellence" from the Texas Education Agency for conformity to departmental standards and an errorless sample of 45 record entries;
- Handling all medical update requirements;
- Paying for minor emergencies, dental, auditory, and vision service for 94 migrant students out of Migrant funds, and acquiring similar services for an additional 15 migrant students through nonmigrant funds;
- Transmitting data to TEA for inclusion in the Public Education Information Management System (PEIMS);
- Transmitting withdrawal and attendance data, secondary credits for "current" migrant students, TAAS test scores, and 1993-94 recommended student schedules to Little Rock, Arkansas, (the National Headquarters for migrant students);
- Monitoring migrant students' academic records, pre-enrolled students in summer school; and
- Working with other Chapter 1 Migrant staff to enroll at-risk students or recovered dropouts in alternative schools, and providing support services to migrant students and parents, including dropout prevention and recovery activities aimed at the whole family.

PROGRAM COST

Chapter 1 Program

AISD's 1992-93 Chapter 1 Program budget allocation was $6,579,499. Figure 10 displays the percentage of the budget assigned to each major component.

FIGURE 10
1992-93 CHAPTER 1 BUDGET ALLOCATIONS

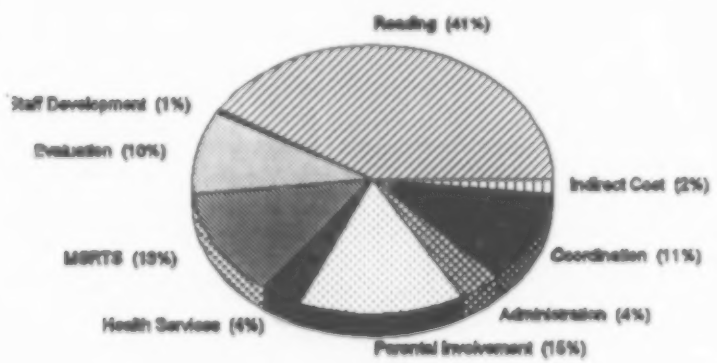


THE OTHER CATEGORY INCLUDES THE FOLLOWING:					
Administration	2.2%	N or D/ Nonpublic	2.0%	Summer School	1.0%
Coordination	3.2%	Staff Development	2.0%	Indirect Cost	2.0%
Evaluation	4.0%	Parental Involvement	1.4%	Benefits	3.2%

Chapter 1 Migrant Program Cost

The Chapter 1 Migrant Program allotted $243,815 to AISD in 1992-93. Figure 11 shows the proportion of the budget as it was divided among its components.

FIGURE 11
1992-93 CHAPTER 1 MIGRANT BUDGET ALLOCATIONS



Chapter 1/Chapter 1 Migrant cost per student and per contact hour (where applicable) for the separate components are summarized in Tables 36 and 37. The Coordination Component includes instructional coordinators and a project specialist.

TABLE 36
CHAPTER 1 PROGRAM COMPONENTS WITH ALLOCATIONS

COMPONENT	BUDGET ALLOCATION	STUDENTS SERVED	COST PER STUDENT	NUMBER OF CONTACT HOURS	COST PER CONTACT HOUR
SWP	$2,188,621	1,518	$1,442	1,756,326	$1.25
Full-Day Pre-K	1,598,615	1,702	938	984,607	1.62
SRI	1,452,917	1,674	868	148,986	9.75
Coordination	214,080	6,877	31	N/A	N/A
Evaluation	230,950	9,345	25	N/A	N/A
Parental Involvement	91,080	837	109	N/A	N/A
Administration	141,225	8,579	17	N/A	N/A
N or D Institutions	109,768	1,185	93	N/A	N/A
Nonpublic Schools	26,608	48	554		N/A
Summer School	65,731	**	N/A	N/A	N/A
Staff Development	120,114	N/A	N/A	N/A	N/A
Indirect Cost	125,313	N/A	N/A	N/A	N/A
Benefits*	216,942	N/A	N/A	N/A	N/A

*This component includes career ladder
**Number not available

For comparing supplementary program costs, it is useful to compute full-time equivalent (FTE) allocations. An FTE is defined as the annual cost of providing service for the entire school day, during the full school year. To determine the FTE expense for each instructional component, multiply the cost per contact hour by the number of hours in a school day (6.5), then multiply that product by the number of days in a school year (178). There was a $11,281.00 cost per FTE in the Supplementary Reading Instruction Component. This is in addition to the District's per pupil expenditures.

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TABLE 37
1992-93 CHAPTER 1 MIGRANT PROGRAM COMPONENTS WITH ALLOCATIONS

COMPONENTS	BUDGET ALLOCATION	STUDENTS SERVED	COST PER STUDENT	NUMBER OF CONTACT HOURS	COST PER CONTACT HOURS
Supplementary Instruction	$101,015	124	$815	4,334	$23.31
Instructional Coordination	25,477	510	50	N/A	N/A
Health Services	8,435	510	17	N/A	N/A
Parental Involvement	36,235	510	71	N/A	N/A
Evaluation	25,321	510	50	N/A	N/A
MSRTS	31,887	510	63	N/A	N/A
Administration	9,020	510	18	N/A	N/A
Staff Development	1,450	N/A	N/A	N/A	N/A
Indirect Cost	4,975	N/A	N/A	N/A	N/A

The FTE rate for the Migrant Supplementary Reading Instruction Component was $25,175. This is higher than the 1990-91 and 1991-92 costs of $20,381 and $13,500, respectively.

Please note the following explanations regarding the Chapter 1 and Chapter 1 Migrant costs:

- All costs are based on allocations, not actual expenditures.
- Students participating in the Supplementary Reading Instruction Component were served for approximately one half hour per day.
- For cost comparison purposes only, the number of students served at the SWPs represents only the number of students who scored below the 31st percentile on a standardized test prior to the beginning of the school year. Although all students at a SWP are considered served by Chapter 1, the supplementary funds are apportioned according to the number of students with achievement test scores which make them eligible for the program.

ATTACHMENTS

Attachment 1. 1992-93 Chapter 1 Evaluation Summary 63

Attachment 2. ITBS/NAPT Gains for Schoolwide Project and Priority Schools 91

Attachment 3. Chapter 1 and Chapter 1 Migrant Interviews 101

ATTACHMENT 1
1992-93 Chapter 1 Evaluation Summary

92.03

ALLAN ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 29.8	NCE Gain/Loss= +4.0	any NCE gain	Y
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 12	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	//////////////////// ////////////////////	//////////////// ////////////////	1.6 Grade Eq.	////// //////
Kindergarten				
Boehm-R Test of Basic Skills	//////////////////// ////////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 71.0	Points Gained= +16.8	5 points	Y

Attachment 1
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ALLISON ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 32.8	NCE Gain/Loss= +7.2	any NCE gain	Y
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 20 # tested= 10	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	//////////////////// ////////////////////	//////////////// ////////////////	1.6 Grade Eq.	////// //////
Kindergarten				
Boehm-R Test of Basic Skills	//////////////////// ////////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 71.1	Points Gained= +11.9	5 points	Y

ANDREWS ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 33.9	NCE Gain/Loss= +7.1	any NCE gain	Y
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 9.1 # tested= 11	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 60	Gain/Loss= +25%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 67.8	Points Gained= +7.3	5 points	Y

BECKER ELEMENTARY **
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	//////////////////// ////////////////////	//////////////// ////////////////	50% Passing	////// //////
All Grades Served				
Promotion to Next Grade	//////////////////// ////////////////////	//////////////// ////////////////	98% promoted	////// //////
Grade 1				
ITBS-Reading Comprehension	//////////////////// ////////////////////	//////////////// ////////////////	1.6 Grade Eq.	////// //////
Kindergarten				
Boehm-R Test of Basic Skills	//////////////////// ////////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten ** Served Pre-K Only				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 83.3	Points Gained= +9.5	5 points	Y

BLACKSHEAR ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 31.0	NCE Gain/Loss= +7.2	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 34.3	NCE Gain/Loss= +0.3	any NCE gain	Y
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 6	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.6	////////////// //////////////	1.6 Grade Eq.	Y
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 45	Gain/Loss= +20%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 68.6	Points Gained= +10.1	5 points	Y

BROOKE ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 38.3	NCE Gain/Loss= +11.2	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 48.9	NCE Gain/Loss= +13.2	any NCE gain	Y
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 4	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	////////////// //////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 50	Gain/Loss= +25%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 73.7	Points Gained= +12.7	5 points	Y

BROWN ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 31.1	NCE Gain/Loss= +1.4	any NCE gain	Y
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 3	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 98	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.6	//////////////// ////////////////	1.6 Grade Eq.	Y
Kindergarten				
Boehm-R Test of Basic Skills	//////////////////// ////////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 71.5	Points Gained= +8.7	5 points	Y

CAMPBELL ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 32.8	NCE Gain/Loss= +7.9	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 37.8	NCE Gain/Loss= +1.8	any NCE gain	Y
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 11	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 99	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	////////////// //////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 35	Gain/Loss= -10%	5%ile gain	N
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 82.9	Points Gained= +17.8	5 points	Y

DAWSON ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 34.5	NCE Gain/Loss= +5.7	any NCE gain	Y
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 3	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 99	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.2	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////////// ////////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 86.3	Points Gained= +15.4	5 points	Y

GOVALLE ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 25.1	NCE Gain/Loss= -0.7	any NCE gain	N
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	//////////////// ////////////////	//////////////// ////////////////	50% Passing	////// //////
All Grades Served				
Promotion to Next Grade	% Promoted= 90.5	//////////////// ////////////////	98% promoted	N
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.5	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 75.5	Points Gained= +11.7	5 points	Y

HARRIS ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 31.2	NCE Gain/Loss= +6.2	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 10	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.3	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 84.2	Points Gained= +20.7	5 points	Y

HOUSTON ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 35.2	NCE Gain/Loss= +5.8	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 6.7 # tested= 15	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted=100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.3	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 71.8	Points Gained= +11.5	5 points	Y

JORDAN ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 25.8	NCE Gain/Loss= +0.5	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 27.8	NCE Gain/Loss= -7.9	any NCE gain	N
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 13	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.3	////////////// //////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 22.5	Gain/Loss= -7.5%	5%ile gain	N
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 80.6	Points Gained= +14.3	5 points	Y

LINDER ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 33.0	NCE Gain/Loss= +9.3	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 4	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 98	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 72.3	Points Gained= +10.8	5 points	Y

METZ ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 30.3	NCE Gain/Loss= +2.0	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 35.9	NCE Gain/Loss= -4.9	any NCE gain	N
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 14	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	////////////// //////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 40	Gain/Loss= +10%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 90.7	Points Gained= +13.6	5 points	Y

NORMAN ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 32.5	NCE Gain/Loss= 3.8	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 34.2	NCE Gain/Loss= -0.9	any NCE gain	N
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 7	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.=1.6	////////////// //////////////	1.6 Grade Eq.	Y
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 50	Gain/Loss= 0	5%ile gain	N
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 86.8	Points Gained= +17.7	5 points	Y

OAK SPRINGS ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 32.1	NCE Gain/Loss= +5.9	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 12.5 # tested= 8	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.5	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 84.8	Points Gained= +8.5	5 points	Y

ORTEGA ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 42.2	NCE Gain/Loss= +13.3	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 42.9	NCE Gain/Loss= -1.4	any NCE gain	N
Grade 4				
TAAS Reading: % Passing	% Passed= 75 # tested= 4	//////////////// ////////////////	50% Passing	Y
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.7	//////////////// ////////////////	1.6 Grade Eq.	Y
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 65	Gain/Loss= +42.5%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 78.1	Points Gained= +9.8	5 points	Y

PECAN SPRINGS ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 28.5	NCE Gain/Loss= +1.0	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 34.6	NCE Gain/Loss= -2.9	any NCE gain	N
Grade 4				
TAAS Reading: % Passing	% Passed= 3.7 # tested= 27	//////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 99	//////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	//////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 35	Gain/Loss= +5%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 83.2	Points Gained= +8.5	5 points	Y

RIDGETOP ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 35.6	NCE Gain/Loss= +1.9	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 50 # tested= 2	//////////////// ////////////////	50% Passing	Y
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.3	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 71.4	Points Gained= +13.9	5 points	Y

SANCHEZ ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 31.9	NCE Gain/Loss= +3.2	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 40.3	NCE Gain/Loss= +1.3	any NCE gain	Y
Grade 4				
TAAS Reading: % Passing	% Passed= 11.1 # tested= 9	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	////////////// //////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 45	Gain/Loss= +10%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 76.9	Points Gained= +3.4	5 points	N

SIMS ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 29.8	NCE Gain/Loss= +3.3	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 31.8	NCE Gain/Loss= -5.0	any NCE gain	N
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 5	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.8	////////////// //////////////	1.6 Grade Eq.	Y
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 32.5	Gain/Loss= +10%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 79.8	Points Gained= +9.0	5 points	Y

WALNUT CREEK ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 33.3	NCE Gain/Loss= +4.2	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 5	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 100	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 82.2	Points Gained= +15.6	5 points	Y

WIDEN ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 30.0	NCE Gain/Loss= +6.4	any NCE gain	Y
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	//////////////// ////////////////	//////////////// ////////////////	50% Passing	////// //////
All Grades Served				
Promotion to Next Grade	% Promoted= 95	//////////////// ////////////////	98% promoted	N
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.0	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	//////////////// ////////////////	//////////////// ////////////////	5 points	////// //////

WINN ELEMENTARY **
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	//////////////// ////////////////	//////////////// ////////////////	50% Passing	////// //////
All Grades Served				
Promotion to Next Grade	//////////////// ////////////////	//////////////// ////////////////	98% promoted	////// //////
Grade 1				
ITBS-Reading Comprehension	//////////////// ////////////////	//////////////// ////////////////	1.6 Grade Eq.	////// //////
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten* ** Served Pre-K Only				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 81.0	Points Gained= +10.9	5 points	Y

WOOLDRIDGE ELEMENTARY *
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**

			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
NAPT-Math Problem Solving	//////////////// ////////////////	//////////////// ////////////////	any NCE gain	////// //////
Grade 4				
TAAS Reading: % Passing	//////////////// ////////////////	//////////////// ////////////////	50% Passing	////// //////
All Grades Served				
Promotion to Next Grade	//////////////// ////////////////	//////////////// ////////////////	98% promoted	////// //////
Grade 1 * Served 1st Grade Only				
ITBS-Reading Comprehension	Grade Eq.= 1.4	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////// ////////////////	//////////////// ////////////////	5%ile gain	////// //////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	//////////////// ////////////////	//////////////// ////////////////	5 points	////// //////

WOOTEN ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 34.8	NCE Gain/Loss= +5.6	any NCE gain	Y
NAPT-Math Problem Solving	//////////////////// ////////////////////	//////////////// ////////////////	any NCE gain	/////// ///////
Grade 4				
TAAS Reading: % Passing	% Passed= 0 # tested= 9	//////////////// ////////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted= 98	//////////////// ////////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.4	//////////////// ////////////////	1.6 Grade Eq.	N
Kindergarten				
Boehm-R Test of Basic Skills	//////////////////// ////////////////////	//////////////// ////////////////	5%ile gain	/////// ///////
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 74.9	Points Gained= +3.7	5 points	N

ZAVALA ELEMENTARY
1992-93 Chapter 1 Evaluation Summary

Chapter 1 Improvement Plan **Not Required**			Evaluation Requirement	Req. Met?
Grades 2-5				
NAPT-Reading Comprehension	Post-test NCE= 35.1	NCE Gain/Loss= +6.3	any NCE gain	Y
NAPT-Math Problem Solving	Post-test NCE= 39.0	NCE Gain/Loss= +2.8	any NCE gain	Y
Grade 4				
TAAS Reading: % Passing	% Passed= 25 # tested= 12	////////////// //////////////	50% Passing	N
All Grades Served				
Promotion to Next Grade	% Promoted=100	////////////// //////////////	98% promoted	Y
Grade 1				
ITBS-Reading Comprehension	Grade Eq.= 1.7	////////////// //////////////	1.6 Grade Eq.	Y
Kindergarten				
Boehm-R Test of Basic Skills	Post-test Median %ile= 80	Gain/Loss= +47.5%	5%ile gain	Y
Pre-Kindergarten				
Peabody Picture Vocabulary Test	Post-test Stand. Score= 70.2	Points Gained= +11.7	5 points	Y

ATTACHMENT 2
ITBS/NAPT Gains for Schoolwide Project and Priority Schools

1991-92 and 1992-93 Priority School ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Allison	92 GE	1.8	2.8	3.0	3.8		1.3	1.8	2.0	3.0		1.7	3.2	3.6	4.6		1.8	4.3	4.5	5.3	
	93 GE	2.6	3.0	3.8	4.8		2.0	2.2	3.2	4.2		3.0	3.6	4.1	5.5		3.2	3.9	4.4	6.9	
	Gain (mos)	10 N 60	4 N 49	8 N 64	10 N 60		7 N 25	4 N 22	12 N 24	12 N 30		13 N 35	4 N 27	5 N 40	9 N 30		14 N 5	-4 N 5	-1 N 5	16 N 6	
Becker	92 GE	2.0	3.0	3.8	4.4		1.6	2.1	2.4	3.2		2.1	3.2	4.1	5.1		2.6	4.4	5.6	6.3	
	93 GE	3.1	3.7	4.3	5.1		2.4	3.0	3.0	4.1		3.2	3.9	4.6	5.7		4.2	5.2	6.0	7.4	
	Gain (mos)	11 N 43	7 N 30	5 N 35	7 N 40		8 N 8	9 N 5	6 N 6	9 N 13		11 N 37	7 N 25	5 N 29	6 N 27		16 N 14	8 N 7	4 N 9	-9 N 3	
Blackshear	92 GE	1.7	2.4	2.8	3.6	4.7	1.4	1.7	1.9	2.5	3.2	2.0	3.6	3.8	7.4	5.9	2.6	5.0	6.1	8.3	9.2
	93 GE	3.2	3.3	3.6	3.8	5.3	2.5	2.8	2.6	3.6	4.2	3.6	3.9	4.4	4.6	6.0	5.3	4.3	5.4	4.6	9.5
	Gain (mos)	15 N 31	9 N 36	8 N 30	2 N 36	6 N 34	11 N 9	11 N 17	7 N 12	11 N 26	10 N 13	16 N 22	3 N 19	6 N 16	-28 N 10	1 N 21	27 N 6	-7 N 7	-7 N 2	-37 N 6	3 N 3
Brooke	92 GE	1.8	3.1	3.4	4.0		1.8	2.1	2.0	2.9		1.8	3.2	4.0	4.7		2.2	4.7	5.6		
	93 GE	3.4	3.5	4.8	5.2		2.4	3.0	3.4	4.2		3.4	3.5	5.1	5.8		2.4	4.8	6.5		
	Gain (mos)	16 N 16	4 N 25	14 N 31	12 N 38		8 N 1	9 N.1	14 N 7	13 N 14		16 N 15	3 N 24	11 N 24	11 N 22		2 N 1	1 N 5	9 N 5		
Campbell	92 GE	1.9	2.2	3.4	4.0	4.3	1.4	1.8	2.2	2.8	3.1	2.0	2.9	4.1	5.8	5.4	2.7	4.1	6.0	7.8	
	93 GE	2.8	3.2	4.2	4.8	5.4	2.4	2.8	2.9	4.0	4.4	2.9	3.5	5.1	5.4	6.0	3.4	4.1	6.3	6.4	
	Gain (mos)	9 N 39	10 N 42	8 N 35	8 N 39	11 N 40	10 N 8	10 N 19	7 N 12	12 N 19	13 N 16	9 N 33	6 N 23	10 N 23	-4 N 20	6 N 24	7 N 9	0 N 3	3 N 8	-14 N 5	
Govalle	92 GE	2.0	2.9	3.4	4.0		1.3	2.0	2.2	2.7		2.1	3.0	3.6	4.8		2.9	4.2	5.2	7.6	
	93 GE	3.0	3.4	4.0	4.8		1.7	2.2	2.8	3.6		3.1	3.6	4.3	5.7		3.6	4.2	6.6	6.2	
	Gain (mos)	10 N 64	5 N 60	6 N 70	8 N 68		4 N 7	2 N 9	6 N 13	9 N 26		10 N 57	6 N 51	7 N 57	9 N 42		7 N 21	0 N 11	14 N 9	-14 N 6	

1991-92 and 1992-93 Priority School ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Metz	92 GE	1.7	3.0	3.0	4.0	5.1	1.4	2.0	2.1	2.6	3.5	2.0	3.3	3.4	5.3	5.8	2.6	4.5	5.6	8.7	9.1
	93 GE	2.4	3.4	3.6	4.9	5.8	1.9	2.6	2.8	4.0	4.6	2.9	3.6	4.0	5.5	6.1	3.6	4.2	5.1	6.9	8.4
	Gain (mos)	7 N 39	4 N 38	6 N 42	9 N 34	7 N 33	5 N 16	6 N 7	7 N 13	14 N 13	11 N 7	9 N 23	3 N 29	6 N 29	2 N 21	3 N 26	10 N 5	-3 N 11	-5 N 2	-18 N 3	-7 N 3
Oak Springs	92 GE	1.4	2.6	3.1	3.6		1.2	1.9	2.2	2.8		1.8	3.1	3.6	4.6		2.3	4.0	5.3		
	93 GE	2.4	3.1	4.0	4.3		2.1	2.6	3.0	4.0		2.6	3.4	4.6	4.8		3.8	3.8	5.8		
	Gain (mos)	10 N 46	5 N 34	9 N 35	7 N 46		9 N 28	7 N 13	8 N 12	12 N 23		10 N 18	3 N 21	10 N 23	2 N 22		15 N 3	-2 N 5	5 N 1		
Ortega	92 GE	1.6	3.1	3.4	3.7		1.3	2.0	2.1	2.8		1.7	3.6	3.8	5.2			4.6	5.5	7.8	
	93 GE	3.2	3.8	5.0	4.2		3.0	3.4	4.0	3.6		3.3	3.9	5.2	5.1			4.7	7.9	7.4	
	Gain (mos)	16 N 23	7 N 32	16 N 29	5 N 23		17 N 13	14 N 6	19 N 5	8 N 12		16 N 10	3 N 26	14 N 24	-1 N 11			1 N 11	24 N 5	-4 N 1	
Sanchez	92 GE	1.8	2.9	3.2	3.9	5.4	1.3	2.0	2.4	3.0	3.4	2.0	3.2	3.7	5.2	5.9	2.6	4.9	5.5	8.2	10.2
	93 GE	2.8	3.4	4.0	4.4	6.0	1.9	2.8	3.0	3.8	5.1	3.2	3.7	4.2	5.4	6.2	4.3	5.3	6.2	6.2	10
	Gain (mos)	10 N 39	5 N 41	8 N 33	5 N 36	6 N 54	6 N 11	8 N 10	6 N 8	8 N 18	17 N 11	12 N 27	5 N 31	5 N 25	2 N 17	3 N 43	17 N 9	4 N 7	7 N 3	-20 N 2	-2 N 5
Pecan Springs	92 GE	1.6	2.8	3.0	3.9		1.2	1.9	2.2	3.0		1.7	3.2	3.8	5.5		2.2	4.5	5.8	8.7	
	93 GE	2.6	3.2	3.6	4.9		2.0	2.2	2.8	3.9		2.9	3.7	4.5	6.2		3.7	4.7	7.4	8.6	
	Gain (mos)	10 N 57	4 N 72	6 N 65	10 N 64		6 N 18	3 N 23	6 N 30	9 N 36		12 N 39	5 N 49	7 N 35	7 N 28		15 N 3	2 N 11	16 N 5	-1 N 6	
Sims	92 GE	1.7	2.7	3.6	3.7	3.2	1.3	1.9	2.2	2.7	3.2	2.0	3.2	4.2	5.3		2.7	5.1	5.4	7.2	
	93 GE	2.4	3.3	3.3	4.7	4.1	1.9	2.9	2.1	3.8	4.1	3.1	3.6	3.9	5.8		4.1	4.6	4.4	4.8	
	Gain (mos)	7 N 37	6 N 42	-3 N 24	10 N 47	9 N 1	6 N 20	10 N 14	-1 N 7	11 N 25	9 N 1	11 N 17	4 N 28	-3 N 17	5 N 22		14 N 5	-5 N 5	-10 N 6	-24 N 3	

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1991-92 and 1992-93 Priority School ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Allan	92 GE	1.6	2.8	3.2	3.5		1.2	1.9	2.2	2.9		1.8	3.2	4.0	4.8		2.8	5.1	5.7	7.8	
	93 GE	2.8	3.2	4.5	3.7		2.3	2.2	3.2	3.2		3.2	3.6	5.7	4.5		4.1	4.4	6.7	5.8	
	Gain (mos)	12 N 29	4 N 37	13 N 62	2 N 42		11 N 13	3 N 11	10 N 28	3 N 27		14 N 16	4 N 26	17 N 36	-3 N 15		13 N 2	-7 N 4	10 N 9	-20 N 1	
Zavala	92 GE	1.8	3.0	3.0	4.0		1.4	1.8	2.2	3.0		2.1	3.5	3.5	5.4		2.6	4.6	5.3	9.6	
	93 GE	4.0	3.6	4.0	4.9		2.8	2.3	3.2	4.3		4.2	3.8	4.4	5.6		5.1	4.5	6.9	7.4	
	Gain (mos)	22 N 28	6 N 33	10 N 36	9 N 36		14 N 5	5 N 5	10 N 14	13 N 20		21 N 23	3 N 28	9 N 22	2 N 16		25 N 10	-1 N 10	16 N 3	-22 N 1	
Norman	92 GE	1.8	2.6	3.2	3.5		1.4	2.0	2.3	2.9		1.9	3.0	3.8	4.9		2.4	4.4	6.3		
	93 GE	2.5	2.9	4.2	5.0		2.0	2.4	3.0	4.2		2.6	3.2	4.9	6.1		3.4	3.4	8.4		
	Gain (mos)	7 N 37	3 N 44	10 N 21	15 N 35		6 N 5	4 N 20	7 N 7	13 N 22		7 N 32	2 N 24	11 N 14	12 N 13		10 N 7	-10 N 4	21 N 2		
Winn	92 GE	1.7	2.8	3.2	3.4		1.3	2.0	2.2	2.7		1.8	3.2	3.9	5.1		2.4	4.6	5.1	7.9	
	93 GE	2.6	3.3	4.2	4.2		2.0	2.8	2.9	3.6		2.8	3.8	5.1	5.9		3.5	5.1	7.1	8.3	
	Gain (mos)	9 N 77	5 N 70	10 N 69	8 N 69		7 N 24	8 N 29	7 N 25	9 N 59		10 N 53	6 N 41	12 N 44	8 N 30		11 N 4	5 N 10	20 N 12	4 N 4	

1991-92 and 1992-93 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Allison	92 GE	1.8	2.8	3.4	4.7		1.3	2.3	2.9	4.2		1.7	3.2	3.8	5.1		1.7	4.2	4.3	5.5	
	93 GE	3.0	3.7	4.3	5.7		2.7	3.0	3.4	5.3		3.2	4.3	5.0	5.9		3.2	5.5	5.6	6.9	
	Gain (mos)	14 N 57	9 N 47	9 N 64	10 N 57		14 N 24	7 N 21	5 N 24	11 N 28		15 N 33	11 N 26	12 N 40	8 N 29		15 N 4	13 N 5	13 N 5	14 N 6	
Becker	92 GE	2.0	3.0	4.1	4.5		1.4	2.4	3.6	4.0		2.2	3.0	4.2	4.8		2.6	3.5	4.8	6.0	
	93 GE	3.1	3.8	5.1	4.9		2.4	3.4	4.8	4.3		3.2	3.8	5.1	5.2		3.8	4.4	5.7	6.9	
	Gain (mos)	11 N 42	8 N 30	10 N 35	4 N 39		10 N 6	10 N 5	12 N 8	3 N 13		10 N 36	8 N 25	9 N 29	4 N 26		12 N 14	9 N 7	11 N 9	9 N 3	
Blackshear	92 GE	1.7	2.6	3.2	3.9	4.9	1.2	2.0	2.7	3.2	3.8	2.0	3.4	4.0	6.0	5.7	2.6	4.1	5.1	6.2	7.6
	93 GE	3.5	3.4	3.9	3.9	6.1	3.2	3.0	3.2	3.6	4.8	3.7	4.0	4.4	4.6	7.0	5.0	4.6	5.8	4.8	8.6
	Gain (mos)	18 N 32	8 N 34	7 N 30	0 N 36	12 N 33	20 N 9	10 N 16	5 N 12	4 N 26	10 N 12	17 N 22	6 N 18	4 N 18	-14 N 10	13 N 21	24 N 6	5 N 6	7 N 2	-14 N 6	10 N 3
Brooke	92 GE	1.6	3.1	3.8	4.2		1.6	2.3	2.9	3.7		1.6	3.2	4.1	4.6		1.4	4.0	4.9		
	93 GE	3.6	4.0	5.1	5.5		3.2	2.6	4.0	5.0		3.6	4.0	5.4	5.9		2.0	4.6	6.4		
	Gain (mos)	20 N 16	9 N 22	13 N 30	13 N 35		16 N 1	3 N 1	11 N 8	13 N 14		20 N 15	8 N 21	13 N 24	13 N 21		6 N 1	6 N 5	15 N 5		
Campbell	92 GE	1.7	2.6	3.8	4.3	4.8	1.0	2.0	3.2	3.5	3.8	2.0	3.1	4.0	5.4	5.8	2.7	4.1	4.4	6.3	
	93 GE	2.8	4.0	4.2	5.8	5.8	2.4	3.4	3.6	4.8	4.9	3.0	4.5	4.7	6.5	6.2	3.2	6.3	5.3	7.4	
	Gain (mos)	11 N 40	14 N 42	4 N 35	15 N 38	10 N 40	14 N 8	14 N 19	4 N 12	13 N 18	11 N 16	10 N 32	14 N 23	7 N 21	11 N 20	4 N 23	5 N 9	22 N 3	9 N 6	11 N 5	
Govalle	92 GE	1.9	3.0	3.7	4.0		1.0	2.1	3.0	3.2		2.0	3.2	3.9	4.5		2.5	3.6	4.8	6.2	
	93 GE	2.7	3.8	4.4	4.7		1.7	2.9	3.4	3.6		2.8	3.9	4.6	5.3		3.2	4.6	6.0	7.3	
	Gain (mos)	8 N 62	8 N 59	7 N 69	7 N 64		7 N 7	8 N 9	4 N 13	6 N 23		8 N 55	7 N 50	9 N 56	8 N 41		7 N 21	10 N 11	12 N 9	11 N 6	

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1991-92 and 1992-93 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Metz	92 GE	1.6	3.0	3.4	4.2	6.0	1.2	2.0	3.2	3.4	4.4	1.7	3.3	3.6	5.1	6.4	2.0	4.1	4.2	6.0	8.5
	93 GE	2.6	4.0	4.0	5.8	6.6	1.8	3.2	3.7	4.7	5.1	3.2	4.2	4.0	6.5	7.2	4.2	4.8	5.0	7.9	10.4
	Gain (mos)	10 N 39	10 N 35	6 N 40	16 N 31	6 N 35	6 N 15	12 N 7	5 N 12	13 N 12	7 N 9	15 N 23	9 N 28	4 N 28	14 N 19	8 N 26	22 N 5	7 N 11	8 N 2	19 N 3	18 N 3
Oak Springs	92 GE	1.4	2.6	3.4	4.0		1.2	2.1	2.8	3.5		1.8	2.9	3.8	4.4		2.3	3.1	4.3		
	93 GE	2.3	3.3	4.3	4.1		2.1	2.8	3.6	3.9		2.6	3.8	4.8	4.5		3.3	4.3	4.2		
	Gain (mos)	9 N 45	7 N 34	9 N 34	1 N 42		9 N 27	7 N 13	8 N 11	4 N 22		8 N 18	9 N 21	10 N 23	1 N 20		10 N 3	12 N 5	-1 N 1		
Ortega	92 GE	1.4	3.2	4.0	4.7		1.2	2.3	3.4	4.0		1.6	3.7	4.2	5.8			4.1	5.4	7.6	
	93 GE	3.0	4.0	5.6	5.5		2.6	3.8	5.1	5.0		3.4	4.0	5.7	6.1			4.8	7.4	7.9	
	Gain (mos)	16 N 21	6 N 31	16 N 29	8 N 23		14 N 11	15 N 6	17 N 5	10 N 12		18 N 10	3 N 24	15 N 24	5 N 11			7 N 10	20 N 5	3 N 1	
Sanchez	92 GE	1.7	2.8	4.0	4.3	5.9	1.4	2.0	3.2	3.6	4.7	1.9	3.0	4.3	5.3	6.2	2.4	4.1	4.6	6.0	8.8
	93 GE	3.2	4.0	5.1	5.5	6.7	2.8	3.3	4.0	4.6	5.7	3.4	4.2	5.4	6.4	7.2	4.4	5.3	5.4	8.1	10.2
	Gain (mos)	15 N 37	12 N 41	11 N 35	12 N 38	8 N 53	14 N 10	13 N 10	8 N 8	10 N 18	10 N 11	15 N 27	12 N 30	11 N 26	11 N 17	10 N 41	20 N 9	12 N 7	8 N 3	21 N 2	14 N 5
Pecan Springs	92 GE	1.8	2.8	3.4	4.0		1.4	2.0	3.0	3.4		1.6	3.0	4.0	5.1		1.8	3.5	5.6	6.0	
	93 GE	2.6	3.4	4.2	4.7		2.5	2.7	3.5	4.0		2.7	3.8	4.8	5.8		2.8	4.4	7.4	6.7	
	Gain (mos)	10 N 58	6 N 71	8 N 59	7 N 64		11 N 18	7 N 22	5 N 27	6 N 36		11 N 36	8 N 48	8 N 32	7 N 28		12 N 3	9 N 10	18 N 5	7 N 6	
Sims	92 GE	1.8	3.0	4.0	3.9	3.4	1.2	2.7	2.9	3.4	3.4	1.9	3.1	4.4	4.5		2.3	4.4	4.3	5.1	
	93 GE	2.5	3.4	3.3	4.5	5.8	2.0	3.2	2.7	4.0	5.8	3.0	3.6	3.7	5.2		3.6	4.0	3.3	4.8	
	Gain (mos)	9 N 37	4 N 43	-7 N 22	6 N 47	24 N 1	8 N 20	5 N 15	-2 N 7	6 N 25	24 N 1	11 N 17	5 N 28	-7 N 15	7 N 22		13 N 5	-4 N 5	-10 N 6	-3 N 3	

1991-92 and 1992-93 Priority School ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Allen	92 GE	1.3	2.8	3.6	3.6		1.2	2.0	2.9	3.3		1.4	3.0	4.2	4.2		2.0	3.4	5.4	4.0	
	93 GE	2.8	3.2	4.9	4.3		2.4	2.4	4.0	4.0		3.2	3.4	5.8	5.3		4.4	4.0	7.3	6.5	
	Gain (mos)	15 N 29	4 N 33	13 N 60	7 N 41		12 N 13	4 N 9	11 N 25	7 N 27		18 N 18	4 N 24	16 N 35	11 N 14		24 N 2	6 N 4	19 N 8	25 N 1	
Zavala	92 GE	1.9	3.5	3.4	4.4		1.3	2.9	3.0	3.7		2.1	3.8	3.8	5.7		2.4	4.2	5.1	8.4	
	93 GE	4.0	4.0	4.1	5.1		3.1	3.1	3.8	4.5		4.4	4.2	4.4	5.9		4.8	4.7	5.9	10.3	
	Gain (mos)	21 N 31	5 N 35	7 N 37	7 N 38		16 N 8	2 N 5	8 N 14	8 N 20		23 N 23	4 N 27	6 N 22	2 N 16		24 N 10	5 N 9	8 N 3	19 N 1	
Norman	92 GE	1.7	2.4	3.4	4.0		1.2	2.0	2.8	3.7		1.9	2.8	3.8	4.8		2.1	4.0	5.1		
	93 GE	2.2	3.0	4.4	4.8		1.8	2.6	3.8	4.3		2.3	3.5	4.8	5.7		2.9	4.0	8.4		
	Gain (mos)	5 N 37	6 N 44	10 N 21	8 N 35		6 N 5	8 N 20	10 N 6	6 N 22		4 N 31	7 N 24	10 N 13	9 N 13		8 N 7	0 N 4	33 N 2		
Winn	92 GE	1.8	2.7	3.3	3.8		1.4	2.1	2.8	3.4		1.7	3.0	3.7	4.4		2.0	3.6	4.3	5.9	
	93 GE	2.2	3.6	4.0	4.4		2.1	3.1	3.2	3.8		2.3	3.9	4.7	5.6		2.6	4.8	5.3	7.4	
	Gain (mos)	6 N 77	9 N 64	7 N 67	6 N 86		7 N 24	10 N 26	4 N 24	4 N 55		6 N 53	9 N 38	10 N 43	12 N 30		6 N 4	12 N 10	10 N 11	15 N 4	

1991-92 and 1992-93 Schoolwide Project ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Andrews	92 GE	1.8	2.8	3.7	4.3		1.4	2.0	3.0	3.4		1.9	3.1	4.0	5.8		2.7	4.2	5.0	7.7	
	93 GE	2.8	3.6	4.8	5.3		2.1	2.8	3.8	4.0		2.8	4.0	5.4	6.5		3.7	5.3	7.5	8.9	
	Gain (mos)	8 N 49	8 N 62	11 N 51	10 N 50		7 N 12	8 N 21	8 N 17	6 N 24		9 N 37	9 N 40	14 N 34	7 N 23		10 N 9	11 N 4	25 N 6	12 N 4	
Blackshear	92 GE	1.7	2.6	3.2	3.9	4.9	1.2	2.0	2.7	3.2	3.8	2.0	3.4	4.0	6.0	5.7	2.6	4.1	5.1	6.2	7.6
	93 GE	3.5	3.4	3.9	3.9	6.1	3.2	3.0	3.2	3.6	4.8	3.7	4.0	4.4	4.6	7.0	5.0	4.6	5.8	4.8	8.6
	Gain (mos)	18 N 32	8 N 34	7 N 30	0 N 36	12 N 33	20 N 9	10 N 16	5 N 12	4 N 26	10 N 12	17 N 22	6 N 18	4 N 18	-14 N 10	13 N 21	24 N 6	5 N 6	7 N 2	-14 N 6	10 N 3
Brooke	92 GE	1.6	3.1	3.8	4.2		1.6	2.3	2.9	3.7		1.6	3.2	4.1	4.8		1.4	4.0	4.9		
	93 GE	3.6	4.0	5.1	5.5		3.2	2.6	4.0	5.0		3.6	4.0	5.4	5.9		2.0	4.6	6.4		
	Gain (mos)	20 N 16	9 N 22	13 N 30	13 N 35		16 N 1	3 N 1	11 N 8	13 N 14		20 N 15	8 N 21	13 N 24	13 N 21		6 N 1	6 N 5	15 N 5		
Campbell	92 GE	1.7	2.6	3.8	4.3	4.8	1.0	2.0	3.2	3.5	3.8	2.0	3.1	4.0	5.4	5.8	2.7	4.1	4.4	6.3	
	93 GE	2.8	4.0	4.2	5.8	5.8	2.4	3.4	3.8	4.8	4.9	3.0	4.5	4.7	6.5	6.2	3.2	6.3	5.3	7.4	
	Gain (mos)	11 N 40	14 N 42	4 N 35	15 N 38	10 N 40	14 N 6	14 N 19	4 N 12	13 N 18	11 N 16	10 N 32	14 N 23	7 N 21	11 N 20	4 N 23	5 N 9	22 N 3	9 N 6	11 N 5	
Metz	92 GE	1.6	3.0	3.4	4.2	6.0	1.2	2.0	3.2	3.4	4.4	1.7	3.3	3.8	5.1	6.4	2.0	4.1	4.2	6.0	8.5
	93 GE	2.6	4.0	4.0	5.8	6.6	1.8	3.2	3.7	4.7	5.1	3.2	4.2	4.0	6.5	7.2	4.2	4.8	5.0	7.9	10.4
	Gain (mos)	10 N 39	10 N 35	6 N 40	16 N 31	6 N 35	6 N 15	12 N 7	5 N 12	13 N 12	7 N 9	15 N 23	9 N 28	4 N 28	14 N 19	8 N 26	22 N 5	7 N 11	8 N 2	19 N 3	18 N 3
Ortega	92 GE	1.4	3.2	4.0	4.7		1.2	2.3	3.4	4.0		1.6	3.7	4.2	5.6			4.1	5.4	7.6	
	93 GE	3.0	4.0	5.6	5.5		2.6	3.8	5.1	5.0		3.4	4.0	5.7	6.1			4.6	7.4	7.9	
	Gain (mos)	16 N 21	8 N 31	16 N 29	8 N 23		14 N 11	15 N 6	17 N 5	10 N 12		18 N 10	3 N 24	15 N 24	5 N 11			7 N 10	20 N 5	3 N 1	

1991-92 and 1992-93 Schoolwide Project ITBS/NAPT
Math Total Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥ 75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Sanchez	92 GE	1.7	2.8	4.0	4.3	5.9	1.4	2.0	3.2	3.8	4.7	1.9	3.0	4.3	5.3	6.2	2.4	4.1	4.6	6.0	8.8
	93 GE	3.2	4.0	5.1	5.5	6.7	2.8	3.3	4.0	4.6	5.7	3.4	4.2	5.4	6.4	7.2	4.4	5.3	5.4	8.1	10.2
	Gain (mos)	15 N 37	12 N 41	11 N 35	12 N 36	8 N 53	14 N 10	13 N 10	8 N 8	10 N 16	10 N 11	15 N 27	12 N 30	11 N 25	11 N 17	10 N 41	20 N 9	12 N 7	8 N 3	21 N 2	14 N 5
Pecan Springs	92 GE	1.6	2.8	3.4	4.0		1.4	2.0	3.0	3.4		1.6	3.0	4.0	5.1		1.8	3.5	5.6	6.0	
	93 GE	2.6	3.4	4.2	4.7		2.5	2.7	3.5	4.0		2.7	3.8	4.8	5.8		2.8	4.4	7.4	6.7	
	Gain (mos)	10 N 56	6 N 71	8 N 59	7 N 64		11 N 18	7 N 22	5 N 27	6 N 36		11 N 38	8 N 48	8 N 32	7 N 28		12 N 3	9 N 10	18 N 5	7 N 6	
Sims	92 GE	1.8	3.0	4.0	3.9	3.4	1.2	2.7	2.9	3.4	3.4	1.9	3.1	4.4	4.5		2.3	4.4	4.3	5.1	
	93 GE	2.5	3.4	3.3	4.5	5.8	2.0	3.2	2.7	4.0	5.8	3.0	3.8	3.7	5.2		3.6	4.0	3.3	4.8	
	Gain (mos)	9 N 37	4 N 43	-7 N 22	6 N 47	24 N 1	8 N 20	5 N 15	-2 N 7	6 N 25	24 N 1	11 N 17	5 N 28	-7 N 15	7 N 22		13 N 5	-4 N 5	-10 N 6	-3 N 3	
Zavala	92 GE	1.9	3.5	3.4	4.4		1.3	2.9	3.0	3.7		2.1	3.8	3.8	5.7		2.4	4.2	5.1	8.4	
	93 GE	4.0	4.0	4.1	5.1		3.1	3.1	3.8	4.5		4.4	4.2	4.4	5.9		4.8	4.7	5.9	10.3	
	Gain (mos)	21 N 31	5 N 36	7 N 37	7 N 36		18 N 8	2 N 5	8 N 14	8 N 20		23 N 23	4 N 27	6 N 22	2 N 16		24 N 10	5 N 9	8 N 3	19 N 1	
Norman	92 GE	1.7	2.4	3.4	4.0		1.2	2.0	2.8	3.7		1.9	2.8	3.8	4.8		2.1	4.0	5.1		
	93 GE	2.2	3.0	4.4	4.8		1.8	2.6	3.8	4.3		2.3	3.5	4.8	5.7		2.9	4.0	8.4		
	Gain (mos)	5 N 37	6 N 44	10 N 21	8 N 35		6 N 5	6 N 20	10 N 6	6 N 22		4 N 31	7 N 24	10 N 13	9 N 13		8 N 7	0 N 4	33 N 2		
Jordan	92 GE	1.6	2.5	3.2	4.0		1.4	2.0	2.9	3.4		1.7	3.0	3.8	5.1		2.0	3.0	4.0	6.8	
	93 GE	2.0	3.0	4.0	4.3		1.6	2.3	3.4	3.7		2.2	3.6	4.6	5.6		2.6	3.9	5.3	7.1	
	Gain (mos)	4 N 49	5 N 55	8 N 41	3 N 46		2 N 20	3 N 23	5 N 19	3 N 29		5 N 29	6 N 32	6 N 21	5 N 17		6 N 5	9 N 6	13 N 2	3 N 4	

1991-92 and 1992-93 Schoolwide Project ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Andrews	92 GE	1.8	2.6	3.3	4.0		1.3	1.8	2.1	2.8		2.0	3.2	3.8	5.4		2.6	5.0	5.8	7.9	
	93 GE	2.8	3.6	4.3	5.1		2.2	2.8	3.0	4.1		3.0	4.0	4.9	6.1		3.6	6.9	8.2	7.6	
	Gain (mos)	10 N 50	10 N 81	10 N 50	11 N 47		9 N 13	10 N 21	9 N 14	13 N 24		10 N 37	8 N 40	11 N 36	7 N 23		10 N 9	19 N 4	24 N 6	-3 N 4	
Blackshaar	92 GE	1.7	2.4	2.8	3.6	4.7	1.4	1.7	1.9	2.5	3.2	2.0	3.6	3.8	7.4	5.9	2.6	5.0	6.1	8.3	9.2
	93 GE	3.2	3.3	3.6	3.8	5.3	2.5	2.8	2.6	3.6	4.2	3.6	3.9	4.4	4.8	6.0	5.3	4.3	5.4	4.6	9.5
	Gain (mos)	15 N 31	9 N 36	8 N 30	2 N 36	6 N 34	11 N 9	11 N 17	7 N 12	11 N 26	10 N 13	18 N 22	3 N 19	6 N 18	-28 N 10	1 N 21	27 N 6	-7 N 7	-7 N 2	-37 N 6	3 N 3
Brooke	92 GE	1.8	3.1	3.4	4.0		1.6	2.1	2.0	2.9		1.8	3.2	4.0	4.7		2.2	4.7	5.6		
	93 GE	3.4	3.5	4.8	5.2		2.4	3.0	3.4	4.2		3.4	3.5	5.1	5.8		2.4	4.8	6.5		
	Gain (mos)	16 N 16	4 N 25	14 N 31	12 N 36		8 N 1	9 N 1	14 N 7	13 N 14		16 N 15	3 N 24	11 N 24	11 N 22		2 N 1	1 N 5	9 N 5		
Campbell	92 GE	1.9	2.2	3.4	4.0	4.3	1.4	1.8	2.2	2.8	3.1	2.0	2.9	4.1	5.8	5.4	2.7	4.1	6.0	7.8	
	93 GE	2.8	3.2	4.2	4.8	5.4	2.4	2.8	2.9	4.0	4.4	2.9	3.5	5.1	5.4	6.0	3.4	4.1	6.3	6.4	
	Gain (mos)	9 N 39	10 N 42	8 N 35	8 N 39	11 N 40	10 N 6	10 N 19	7 N 12	12 N 19	13 N 16	9 N 33	6 N 23	10 N 23	-4 N 20	6 N 24	7 N 9	0 N 3	3 N 6	-14 N 5	
Metz	92 GE	1.7	3.0	3.0	4.0	5.1	1.4	2.0	2.1	2.6	3.5	2.0	3.3	3.4	5.3	5.8	2.6	4.5	5.6	6.7	9.1
	93 GE	2.4	3.4	3.6	4.9	5.6	1.9	2.6	2.8	4.0	4.6	2.9	3.6	4.0	5.5	6.1	3.6	4.2	5.1	6.9	8.4
	Gain (mos)	7 N 39	4 N 36	6 N 42	9 N 34	7 N 33	5 N 16	6 N 7	7 N 13	14 N 13	11 N 7	9 N 23	3 N 29	6 N 29	2 N 21	3 N 26	10 N 5	-3 N 11	-5 N 2	-18 N 3	-7 N 3
Ortega	92 GE	1.8	3.1	3.4	3.7		1.3	2.0	2.1	2.8		1.7	3.6	3.8	5.2			4.6	5.5	7.8	
	93 GE	3.2	3.8	5.0	4.2		3.0	3.4	4.0	3.6		3.3	3.9	5.2	5.1			4.7	7.9	7.4	
	Gain (mos)	16 N 23	7 N 32	16 N 29	5 N 23		17 N 13	14 N 6	19 N 5	8 N 12		16 N 10	3 N 26	14 N 24	-1 N 11			1 N 11	24 N 5	-4 N 1	

1991-92 and 1992-93 Schoolwide Project ITBS/NAPT
Reading Comprehension Gains

		All Students					(≤30th %ile)					(>30th %ile)					(≥75th %ile)				
		Grades					Grades					Grades					Grades				
		2	3	4	5	6	2	3	4	5	6	2	3	4	5	6	2	3	4	5	6
Sanchez	92 GE	1.8	2.9	3.2	3.9	5.4	1.3	2.0	2.4	3.0	3.4	2.0	3.2	3.7	5.2	5.9	2.6	4.9	5.5	8.2	10.2
	93 GE	2.8	3.4	4.0	4.4	6.0	1.9	2.8	3.0	3.8	5.1	3.2	3.7	4.2	5.4	6.2	4.3	5.3	6.2	6.2	10
	Gain (moe)	10 N 38	5 N 41	8 N 33	5 N 35	6 N 54	6 N 11	8 N 10	6 N 8	8 N 18	17 N 11	12 N 27	5 N 31	5 N 25	2 N 17	3 N 43	17 N 9	4 N 7	7 N 3	-20 N 2	-2 N 5
Pecan Springs	92 GE	1.6	2.8	3.0	3.9		1.2	1.9	2.2	3.0		1.7	3.2	3.8	5.5		2.2	4.5	5.8	8.7	
	93 GE	2.6	3.2	3.8	4.9		2.0	2.2	2.8	3.9		2.9	3.7	4.5	6.2		3.7	4.7	7.4	8.8	
	Gain (moe)	10 N 57	4 N 72	6 N 65	10 N 64		6 N 16	3 N 23	6 N 30	9 N 36		12 N 39	5 N 49	7 N 35	7 N 28		15 N 3	2 N 11	16 N 5	-1 N 6	
Sims	92 GE	1.7	2.7	3.6	3.7	3.2	1.3	1.9	2.2	2.7	3.2	2.0	3.2	4.2	5.3		2.7	5.1	5.4	7.2	
	93 GE	2.4	3.3	3.3	4.7	4.1	1.9	2.9	2.1	3.6	4.1	3.1	3.6	3.9	5.6		4.1	4.6	4.4	4.8	
	Gain (moe)	7 N 37	6 N 42	-3 N 24	10 N 47	9 N 1	6 N 20	10 N 14	-1 N 7	11 N 25	9 N 1	11 N 17	4 N 28	-3 N 17	5 N 22		14 N 5	-5 N 5	-10 N 6	-24 N 3	
Zavala	92 GE	1.8	3.0	3.0	4.0		1.4	1.8	2.2	3.0		2.1	3.5	3.5	5.4		2.6	4.6	5.3	9.6	
	93 GE	4.0	3.6	4.0	4.9		2.8	2.3	3.2	4.3		4.2	3.8	4.4	5.6		5.1	4.5	6.9	7.4	
	Gain (moe)	22 N 28	6 N 33	10 N 36	9 N 36		14 N 5	5 N 5	10 N 14	13 N 20		21 N 23	3 N 28	8 N 22	2 N 16		25 N 10	-1 N 10	16 N 3	-22 N 1	
Norman	92 GE	1.8	2.6	3.2	3.5		1.4	2.0	2.3	2.9		1.9	3.0	3.8	4.9		2.4	4.4	6.3		
	93 GE	2.5	2.9	4.2	5.0		2.0	2.4	3.0	4.2		2.6	3.2	4.9	6.1		3.4	3.4	8.4		
	Gain (moe)	7 N 37	3 N 44	10 N 21	15 N 35		6 N 5	4 N 20	7 N 7	13 N 22		7 N 32	2 N 24	11 N 14	12 N 13		10 N 7	-10 N 4	21 N 2		
Jordan	92 GE	1.7	2.5	2.8	3.3		1.4	1.9	2.1	2.5		1.9	3.1	3.6	5.4		2.8	4.4	5.4	7.4	
	93 GE	2.1	2.8	3.8	4.4		1.7	2.1	3.0	3.8		2.6	3.4	4.7	5.9		3.5	3.7	5.8	7.4	
	Gain (moe)	4 N 50	3 N 57	10 N 41	11 N 47		3 N 20	2 N 25	9 N 19	13 N 30		7 N 30	3 N 32	11 N 22	5 N 17		7 N 5	-7 N 5	4 N 2	0 N 4	

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ATTACHMENT 3
Chapter 1 and Chapter 1 Migrant Interviews

CHAPTER 1 AND CHAPTER 1 MIGRANT INTERVIEWS

How Satisfied Were the Chapter 1 and Chapter 1 Migrant Central Office Staff With How the Programs Operated?

The instructional coordinators, program administrator, and other central office staff were interviewed orally or administered the same questionnaire in spring 1993 about the programs' operation during the school year. The most frequently mentioned strengths are listed below.

- Increased investment in early intervention-type programs for pre-K students continues to enhance implementation.
- The move to full-day classes, through combination of two half-day classes or standard-day increased enrollment.
- Pre-K teacher support system which included appropriate conferences, workshops, monthly staff development, cross-classroom visitations, District-level coordination, and collaboration with agencies outside of AISD was perceived as an effective tool in implementation.
- The effective implementation of the Chapter 1 Supplementary Instruction Component in grades K-5/6 was ascribed to the continuous introduction of early intervention-type programs and expansion of technology classes in a small number of schools each year.
- Chapter 1 Migrant's success in implementation of the supplementary instruction in grades pre-K-12 was credited to census-type activities through the pre-K Enrollment Questionnaire, home visits, the Region XIII Recruiter, and secondary teachers'/tutors' use of individual checklists to monitor and keep up-to-date on at-risk students' academic and attendance progress.
- The immediate initiation of a preventative or recovery plan, by Chapter 1 Migrant staff, which drew on internal (AISD) and external (local) resources if a student was found at-risk.
- The Chapter 1 Migrant's tutoring program, featuring flexible scheduling, and university/college students as tutors, continued to provide service to schools with large concentrations of migrant students during regular and summer sessions as part of the Component's preventative or recovery plan.
- The Neglected or Delinquent Institute Component's strengths included flexible tutoring schedules with in-house tutoring for students in transitory phases, the hiring of additional tutors, and students' selections or input into the component's software purchases.
- The Nonpublic School Component attributed success to an experienced Computer Technician Clerk, additional purchases of computers, software conversion/adapters kits which upgraded the older computers and printers, and collaboration between the Clerk and Chapter 1 Coordinator.

Interview and questionnaire respondents indicated the following areas as needing improvement.

- Professional staff development specific to age group, academics, cultural, and social service areas.

- Chapter 1/Migrant teachers and tutors, Parental Involvement Representatives personnel, and space are in short supply.
- Academic improvement of 4th grade Chapter 1 students on the TAAS test.
- Chapter 1/Migrant staff's awareness of AISD's policies and responsibilities are too limited on such issues as abuse, social services, and etc.
- More frequent contact between Chapter 1/Migrant staff inclusively.
- Better maintenance of discipline during study hour at some N or D institutions.

REFERENCES

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PARTICIPATING AISD SCHOOLS
CHAPTER 1 AND CHAPTER 1 MIGRANT PROGRAMS
1992-93

SCHOOLS	CHAPTER 1	SWP	CHAPTER 1 MIGRANT	PRIORITY SCHOOLS	Pre-K
Allan	X			X	X
Allison	X			X	X
Andrews		X			X
Becker				X	X
Blackshear		X		X	X
Brooke	X	X		X	X
Brown	X				X
Campbell		X		X	X
Dawson	X		X		X
Govalle	X			X	X
Harris	X				X
Houston	X				X
Jordan		X			X
Linder	X		X		X
Metz		X	X	X	X
Norman		X		X	X
Oak Springs	X		X	X	X
Ortega		X		X	X
Pecan Springs		X		X	X
Reilly					X
Ridgetop	X		X		X
Sanchez		X		X	X
Sims		X		X	X
Walnut Creek	X				X
Widen	X				
Winn		X		X	X
Wooldridge	X				
Wooten					
Zavala		X		X	X
Porter			X		
Austin High			X		
Johnston			X		

DEFINITIONS

Chapter 1 Supplementary Reading Instruction - AISD's Chapter 1 Program provides supplementary reading instruction to low-achieving students (those who score at or below the 30th percentile in reading comprehension) in schools with high concentrations of students from low-income families.

Chapter 1 Schoolwide Projects (SWP's) - When a school has a concentration of 75% or more low-income students, the school may become a schoolwide project. In a SWP all students are considered served by Chapter 1. Schools can use their Chapter 1 funds and local funds to reduce the overall pupil teacher ratio or they can fund schoolwide computer labs, staff development, extended day programs, or other options of their choice.

Current Migrant - A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or fisher and (b) who has moved the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

Former Migrant - Students who remain in the District following their year of current eligibility are considered formerly migratory students (with the concurrence of their parents) for a period of five additional years. Currently and formerly migratory students are eligible for the same program services.

Full-Day Prekindergarten - Chapter 1 funds supplemented State funds to expand half-day pre-K to a full-day program for children at some Chapter 1 and all Priority Schools.

Low-Income Student - Any student receiving free or reduced-price meals or a sibling of such a student.

MSRTS - The Migrant Student Record Transfer System (MSRTS) is a national-level recordkeeping system designed to maintain files of eligibility forms, health data, instructional data, and achievement data on migrant students.

Needs Assessment - A document produced by ORE which describes the procedures used to calculate the percent of low-income students by school attendance areas for District schools. The results are used to determine which schools should receive a Chapter 1 Program.

Service Locations - 1) Pullout - Students are served outside the regular classroom. 2) In-class - Students are served in the regular classroom. 3) Both - Students receive a combination of pullout and in-class service. 4) Other - Any other ways students might be served (e.g., tutoring or special class).

Special Testing - All students in schools served by the Chapter 1 Reading Instruction Component are required to have a test score to determine Chapter 1 service eligibility. If students do not have a valid spring semester ITBS score, they are special tested.

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